Recommendations

The project should provide at least one toilet.

For the provision of tap water the chances are low, since the school lies outside the village in an agricultural area, where the only drinking water supply is through the main canal and through smaller irrigation canals. Digging a well seems to be not possible. Therefore the only small chance to improve the situation is to provide one "abdan" and to discuss with the authorities any further possibilities, either as a joint venture or as a project activity.

The 2 blackboards of the classrooms should be repaired, the 3 blackboards, which are used outside, should be replaced.

A steel cabinet must be bought to store teaching materials.

Since whitewashing hasn't been done for a long time, the school should be whitewashed.

The construction of boundary walls is strongly recommended, because of the location of the school close to a heavily utilized road.

SCHOOL PROFILE

P/12
G.P.S. Sikandari (girls)
(Swabi, District Mardan)

The school lies more than one km away from the village. Small girls cannot manage that distance physically and older girls are restricted by Purdah rules to move to such far places. Therefore the number of girls enrolled in this school is very small.

The daughter of the land owner who donated the site for the school always fights with other students. She thinks that this is her father's school.

Some students have no textbooks, due to poverty. The teacher is from a far place and not very much interested in the school and the village. As a kind of reaction the villagers are not cooperative.

According to the teachers the most urgently needed facilities are supply of drinking water (which has to be fetched from a nearby house) and electricity. Beyond this, the school needs:

- stationery
- textbooks
- whitewashing
- blackboards
- repair of ceilings/roofs

Recommendations

The school is underutilized because of its location: it is too far from the village. On the day of the interview only 18 girls were present in all five classes together.

Any improvement of the school might increase its attractivness, but it will not move the school closer to the village.
It should be considered, if for roughly 20 pupils it is justified to finance water supply, whitewashing, repair of ceilings etc, if in other schools with hundreds of students our budget is too small for financing essential facilities.
It should be considered to look for a different school with more pupils, which is more accepted and supported by the community or only minor jobs should be done to save money for schools which are more in need.
The maximum support to this school is suggested as follows:

- one "abdan" for storing drinking water
- repairing toilets
- repairing ceilings (only if they are a health risk to the students)
- repairing blackboards.

SCHOOL PROFILE

A/1
ARBPS No. 1
Camp No. 1/Munda
(District Peshawar)

It is a refugees' boys primary school, located near a sand road and at a distance of 1 km from a main irrigation canal. Muddy water is provided from that canal.

It is a school with two tents. It has been provided with a relatively good toilet. Out of 500 families, 242 boys have been enrolled. It has a sixth grade, but without class 5, and in class 6 there are only 5 pupils. The school is staffed with four teacher. It has a headmaster's office, a small tent, which includes storage facilities, too. Lack of textbooks, stationary, teaching aids, and poor water supply are the main hindrance of that school.

It schould be mentioned here that School No. 1 is lying on the same compound as School No. 5 (boys) and School No. 3 (girls). School No. 5 has been newly established, so far it has only grade one with 180 boys, divided into three sections, staffed with three teachers.

School No. 3 (girls) is staffed with three teachers. All the above mentioned schools are tented schools. They share generally the same plot, with the exception that the girls of School No. 3 could not use the newly constructed toilets: females do not go into the male convenience.

The problems of the school, as found out in the survey, are:
- lack of clean water
- lack of boundary walls
- insufficient blackboards
- lack of playground
- irregular provision of textbooks and stationery
- insufficient number of desks
- lack of school garden
- lack of First Aid Kit

Recommendations

A/1 Munda camp No. 1, School No. 1

The school lies in a camp which is (generally) suffering from lack of (clean) waters.

Therefore the problem of water supply reaches far beyond the needs of the school. The project must find out existing plans of different agencies to install a tube well or any other water supply in Munda. If such plans are existing, the executing agency should be approached to include the school area in their plan to provide water (pipes, taps etc.).

For providing water inside the school compound water containers ("abdan") should be provided. To serve all schools on the compound, 4 "abdans" are needed. 5 cups per "abdan" must be provided.

The school needs two more blackboards to have one per class. (Check, if this school is on the provision list of E.C.).

The Education Cell is - as a routine-providing erasers, textbooks and stationery to the schools, however on the day of the interview these items were in short supply. Education Cell must be approached to provide these materials in sufficient quantities in due time.

Since the school is located on a rocky surface the floor is very uneven and inconvenient for the students to sit on. It is necessary to smoot the floor (by grader and/or by handtools). Camp authorities must be asked for assistance (lending a grader etc.).

Boundary walls are needed to protect the school against traffic, dust and disturbance from outside. It has to be discussed with the camp authorities if boundary walls are accepted (possible sensitivity of land owners).

The school needs two more desks for teachers, but it should be checked, if Education Cell is providing them.

In the vicinity there is an empty space which is utilized as a kind of playground. If possible, this place should be enlarged and smooth (together with smoothing the floor in the tents). Then volley ball equipment (poles, net, 2 volley balls, one pump) should be provided.

SCHOOL PROFILE

A/2
ARPS Matani
(District Peshawar)

The school lies at the end of the camp, the school compound being adjacent to a road.

The school was originally founded by the 3-Party-Alliance and has received teaching materials and textbooks from INTERAID. In January 85 the school was taken over by the Education Cell.

Next to the school on the same ground, the 7-Party-Alliance is running another school. It is also a tented school, but with more teachers and smaller classes. Reportedly the provision of textbooks and stationery is regular in that school. Beyond that the school also distributes clothes from time to time.

The ground of the Matani school is disputed between the government and a local land owner. The 7-Party-Alliance is providing this man 500 kg of wheet every year, while the government is not providing or offering anything.

Besides classes for boys the school includes one class of 25 girls. Most of the students were barefoot, therefore the Education Cell should be convinced to provide shoes for the pupils.

It is advisable to find a new place for the school, where the Education Cell could construct a clay building.

The problems of the school are:

- lack of stationery
- insufficient water supply
- the tent is getting too hot
- the tent is too small, the classes are too close to each other and they disturb each other
- lack of storage facilities
- lack of toilets
- lack of chairs
- lack of desks
- lack of mats

Recommendations

A/2 - Matani Camp No. 5, School No. 3

The site of the school is disputed between the government and the local land owners. Therefore it is advisable to start any construction work only after the dispute is settled.

In spite of that the school needs urgently two toilets. There must be two separate toilets since the school is attended by boys and girls.

The provision of water is unsatisfactory. The school needs at least two "abdans".

The (open) tent does not provide sufficient storage facilities. Therefore we suggest to provide a steel cabinet.

Neither the headmaster nor the teachers have a place for discussions, lesson preparations etc. An additional small tent should be provided. Since Education Cell has provided similar tents to other schools, their office should be requested to give such a tent to the school.

The school needs 5 desks (one for each class) and 5 chairs for the teachers. This, too, falls under the general responsibility of the Education Cell. First it should be analysed, if Education Cell can finance these facilities.

Tents are inconvenient in summer (hot) and winter (cold). Therefore it would be advisable to replace the tent by a kacha building. This applies basically to all tented schools and there is no special reason for the Matani tent school to be replaced by a solid construction. Since the existing tent is overcrowded, an additional tent is needed. For this additional facility prices should be compared, if an additional kacha building is much more expensive than an additional tent.

Since there are also girls attending the school and the school is lying at a relatively busy road, the construction of boundary walls is rather important. However, for all construction items it is essential that the land dispute about the school plot is settled.

The project is - in financial terms - not able to provide all the facilities mentioned above. It must be discussed with the Education Cell which of the construction elements could be financed by the Education Cell.

SCHOOL PROFILE

A/3
ARPS No. 1
Dagbaisood Camp No. 3
(District Peshawar)

On the day of the interview only 4 of the 6 teachers were present. Most of the teachers were untrained and had little knowledge of teaching techniques. Perhaps as a reaction to the teachers' absence and because of their lack of knowledge and interest, about 25 % of the pupils were absent.

The teachers did not relate pupils absenteeism to their own performance but to the fact that the parents don't encourage their children to go to school. When rations are distributed many pupils are absent.

The school has a well and toilet facilities, but both were not in hygienic condition.

The school lies at a road which is heavily frequented by supply trucks which are driven fast and carelessly. This is a real danger and might be one reason for the high rate of absenteism.

The problems of the school are as follows:

- unhygienic toilet
- unhygienic water supply
- lack of playground
- lack of school garden/trees
- lack of storage facilities
- irregular supply of stationery
- insufficient number of desks and chairs

Recommendations

A/3 No. 1, Dagbaisood Camp No. 3

The school has a very simple type of well, which is difficult to maintain and to keep clean. Improvement of the well is necessary, e.g. solid, plastered walls around the waterhole, cement platform around the walls, a clean, elevated place to keep the bucket, etc. Since the water should not be taken directly from the bucket, the school needs at least 2 "abdans" for water storing and distribution.

The toilet needs also improvement. It should be discussed with professionals working in the field of sanitation (IRDP Mardan, ARC, UNICEF) if there is a chance for improvement or if it is better to rebuild the toilet utilizing a different design.
Special care must be taken that the toilet is not spoiling the water of the well.

To improve the working conditions for the teachers, a steel cabinet should be provided for storing textbooks and stationery and three desks and three chairs for classroom teaching.

Around the schools there is not enough space for a playground. It would be also not advisable to let the children play close to the heavily frequented road. If there is open space in the camp, not too far away from the school, then assistance could be given to establish the playground and to provide some basic sports equipment.

It should be mentioned here that the school in Dagbaisood camp is in the lucky position to have a well on the compound. This 'self' sufficiency is a rare basic condition for establishing a school garden. The project is aware of the fact, that a school garden cannot be simply ordered or installed: it needs a thorough introduction and training for the teachers. Nevertheless it should be noted, that this school would be a possible place for a school garden.

It should be checked, if any laws or regulations prohibit the establishment of two speed breakers before and after the school. This would slow down the heavy lorries and buses which at present are passing the school with a criminal speed.

SCHOOL PROFILE

A/4
ARPS Jalozai
Jalozai, Camp No. 3
(District Peshawar)

The school in general gives a good impression. It is clean and teachers are using more teaching material than usual.

The teachers seemed to be motivated, although 3 of the 8 teachers were absent on the day of the interview. Most of the teachers were untrained.

The Education Cell is presently constructing two more classrooms.

The staff complained about lack of electricity, otherwise they could utilize ceiling fans. They were requesting to connect the school with a nearby electric supply.

In addition, there are two special problems: near Jalozai Camp there is a bachelors' camp, Sayaf. In this camp they are raising horses and many children of the camp are injured when they are going to that camp to see and to ride the horses.

In the same camp there is a school of the Seven Parties. Many students go there, since they get more economic support (clothes etc.).

In the survey the teachers expressed the following problems:
- lack of toilet
- lack of clean water
- blackboard needs repairing
- lack of chairs and desks
- windows are broken
- lack of playground
- First Aid Kit

out of these 5 are in a poor condition (i.e. need repair).
Taking into consideration the huge number of pupils in some of the schools and considering the fact that there are either no toilets or poorly functioning toilets one can state a serious hygienic problem.

To satisfy our self set requirements the project had to build (or organize the construction of) 11 toilets and to repair 8 toilets. This programme can be assisted by other programmes (IRDP Swabi, ARC Peshawar) but it would still be one of the most expensive and complex activities within the emergency programme.

Question 14: Drinking Water
Only one Pakistani school has got a water pipe of its own. Four Pakistani and 2 Afghan schools have a well on their compound. All the others get drinking water from a canal nearby (2 Pakistani schools) and all the others (5 Pakistani and 10 Afghan schools) get the water from different sources outside the school. Since the project considers regular supply of clean drinking water as one of the most essential responsibilities it must finance and/or organize the installation of water supply systems (preferably piped water, as a compromise a school owned well) to 7 Pakistani and 10 Afghan schools. Shortage of water is not only a problem in the schools but also in the villages and camps where they are located. The installation of 17 water systems is definitely beyond the project's financial limits. Besides that it is less likely to get an external support as it is in the case of building toilets.
The project must cooperate with the local educational authorities and the camp/village population to install as many water systems as possible. Although the provision of clean water is a prerequisite of a functioning school, the project cannot cope with that high demand unless it drops almost all the other programmes which are aiming more at improvements more directly related to education.

Question 15: Number of teachers

Question 16: Number of classroom
The results compiled from questions 15 and 16 can be seen in Table 2.1 to 2.5.

Recommendations

The school needs a toilet. Organizations working in the area of sanitation must be approached to get an advice which type of toilet should be installed.

The supply of water is insufficient. The closest source is the muddy water of a main irrigation canal. The next water pipe is very far away. During the survey it was not possible to make recommendations how to solve the problem of water supply, but this problem needs thorough investigation and advice from specialists. If possible the water supply should be linked with a larger scheme of the Commissionerate.

The blackboards of the school need repairing or replacement. Before spending money on repairing them the Education Cell should be asked if this school is in their supply list for the present school year.

The school needs 3 desks and three chairs.

For the establishment of a playground there seems to be no open space nearby.

The provision of a First-Aid-Kit should be done only in connection with a programme of training teachers how to use the First-Aid-Kit. Therefore this problem can be only solved after the dates of possible first aid training programmes have been decided.

The teachers' request for electricity is understandable, but it causes a lot of follow-up expenses. Even if the project provides electricity to the school, which might be relatively cheap, a complete wiring of the school is necessary, bulbs, switches, ceiling fans and the consumed electricity have to be financed by somebody.
Since the project does not regard electricity as a high priority, it would not be willing to withdraw money from other schools, where water and toilet facilities are desperately needed.
The situation would be somewhat different, if the Education Cell would guarantee to supply the necessary equipment and meet the running costs.

The project would consider the idea of providing electricity more favourably, if adult education courses could be arranged in this school. A baseline study for adult education will provide more information in that respect, but at present no decision can be made.

SCHOOL PROFILE

A/5
ARPS Kachagarai (girls)
Kachagarai Camp No. 4
(District Peshawar)

Keeping in mind the refugees' situation, this school located on the road side, is nice and well organised. But its kacha-building is congested, and out of its five rooms, two are on the brink of falling. There is no water, no electricity, no office and practically no textbooks. There are three teachers for about hundred pupils, divided into five classes.

It is a widespread feeling among the refugees that communism came into Afghanistan through education, particularly through female education. So most of the people consider education as the source of the germs of communism, consequently as the reason for the present catastrophy of the Afghan nation. The school authority has been threatened several times to close it down, otherwise it would be burnt down. The adjacent boys school was set on fire once, but saved. We were told that many agents in disguise of Mullahs carry on anti-female education propaganda throughout refugees' camps.

According to the teachers the provision of additional ration would increase the attractivness of the school. There are about 100 pupils and three teachers including the headmistress - two Afghan and one Pakistani. According to the teachers, the parents of the pupils are not interested in developing the school, but they want to benefit from the school and receive milk, tea, sugar, clothes etc.

Rooms No. 1 and 5 need urgent repairing of the ceilings. Textbooks, water, electricity, one or two more rooms, are on the necessity list. Besides that the school requested improvements/innovations in the following areas: whitewashing, First Aid Kit, chairs, desks, floor, window shutters, windows and stationery.

Recommendations

At present the school has one "abdan" and gets the water from an outside source. It is possible to connect the school with a nearby waterpipe to provide clean water easily to the school.
The ceilings in rooms 1 and 5 need urgent repair, they are a permanent risk for the pupils.
This job could be combined with levelling the floor in all classrooms. At present the floors are so uneven that they can be hardly kept clean. Whitewashing the walls would improve the general appearance of the school considerably. It would create better working and learning conditions. It is recommended to provide three desks and three chairs for the teachers. The windows and window shutters need repair.

It would improve the working conditions, if the teachers would be provided with a small additional room, which could be utilized as headmaster's office, teachers' room and for storage purposes. Education Cell should be asked to include this job in her annual construction plan.

The school also requests electricity. Here the same comments have to be made as in the case of Jalozai Camp school. For the project an involvement in this programme could be only recommended, if adult education activities could be arranged in the evenings, specially women's education programmes, which would suit a girl's school better than non-formal programmes for (male) youths and adults.

SCHOOL PROFILE

A/6
ARPS No. 1 (girls)
Adezai Camp No. 1
(Peshawar District)

The school is in a very poor condition. It lies in the middle of the camp, in a congested area, with hardly any space outside the tents.
It has no water supply, no boundary walls, and it suffers from shortage of textbooks and stationery.
Three teachers are teaching 150 pupils enrolled in classes 1 to 4. The teaching language is Pashto, but one teacher speaks only Persian. She lives in Peshawar (about 30 km away) and very often she is absent. All teachers are untrained.

The pupils of the school look poorer and less attended than pupils of other camp schools. In the last examinations only 33 pupils out of a total of 139 passed. The teachers estimate, that only 10 % of the girls of school going age are enrolled in the school.

Besides the problems mentioned above the teachers expressed the following needs:
- a playground
- storage facilities
- chairs
- blackboards
- erasers
- trees

Recommendations

The school is lying on a flat ground, not much higher than the river-bed nearby. Therefore the school ground is moist and - when it rains - rather muddy. It is suggested to fill up the school ground (either with some lorry loads of soil, or with the help of a grader). This would reduce the moisture in the soil and would provide healthier learning conditions.

The school gets water from outside, which is difficult to organize regularly in sufficient quantities. In the school location it would be relatively easy to dig a well which had to be protected by plastered walls and surrounded by a concrete platform. The project could provide the material if the labour is organized on a self-help basis.

A decision about the well should be only made after the situation has been clearly analysed. The camp has relatively more tents and less kacha houses than other camps. The whole situation looks more temporary and less settled than in other places. If the camp authorities show interest in these matters and are offering their support it is worthwile to embark on programmes like raising the school ground and digging a well.

The same applies to the construction of boundary walls, which are generally recommended, but which would be uneconomic if the fate and the location of the school is not decided.

Besides that the type of soil found around the school is of such a poor quality, that a boundary wall constructed out of this soil would soon collapse. It has to be considered whether to transport a different type of clay to the school ground for the construction of boundary walls.

The school needs one more blackboard and one more chair to provide all classes with the same facilities. For the provision of the blackboard and erasers the Education Cell should be contacted.

For storing textbooks, stationary and teaching materials the school needs a steel cabinet.

SCHOOL PROFILE

A/7
ARPS Ghamkol Sharif
Camp No. 1, Ghamkol Sharif
(District Kohat)

The school is a clay building with 5 classrooms and a headmaster's office. It has boundary walls and a toilet.

It lies close to a tarmac road. It has one playground adjacent, but this playground is only used by the teachers in the afternoon to play volleyball.

The pupils were suffering from lack of textbooks and stationery. The teachers felt the lack of teaching aids.

The main problem is the lack of drinking water. The water has to be carried from far away.

Besides these problems the teachers mentioned the following shortcomings:

- Windows need repair
- playground
- First Aid Kit
- electricity
- storage facilities
- toilets
- white washing
- smooth the floor
- blackboard
- chair and desk

Recommendations

The water problem, in general, cannot be solved by the project. The only possible help would be to provide two more "abdans" for the school. The provision of water must be organized through the camp authorities.

The request for more toilets might have good reasons, but first it must be checked, if the existing toilet facilities could be sufficient, if they are well maintained. If they are not sufficient the construction of one more toilet is recommended.

The school needs one more blackboard, one more desk and one more chair.

The project should provide one steel cabinet for storing teaching materials.

White washing of walls is recommended. The school gives a good impression and whitewashing would improve the general teaching/learning conditions.

The request for a playground is not quite understandable, since there is already a volleyball field. The teachers must be convinced that they should let the pupils play on that ground.
To support the utilization of the playground, a low boundary wall along the street, to protect the pupils from the traffic, is advisable. Local authorities could be approached to assist in extending and leveling the playground.

Several windows and window shutters need repair.

First Aid Kit and electricity can be provided under the same conditions as mentioned in the cases of Jalozai and Kachagarai.

SCHOOL PROFILE

A/8
ARPS Ghulam Banda
(District Kohat)

The school lies between the railway and the extremely busy road from Kohat to Rawalpindi. Recently one pupil has been seriously injured in an accident when passing the road after school.

It would make the school more attractive for pupils and parents, if the school were shifted to another place.

About 100 m away from the school is a distribution centre for rations. Although accommodation is already limited, refugees often store their rations temporarily in the school, thus further reducing the limited space.

A similar thing happens to the drinking water of the school. Although already limited, refugees (friends and guests) passing by often request to get water from the school.

The staff has made the best out of the generally difficult situation of the school. In the tents there were many selfmade teaching materials, and pupils' works were displayed. The school was clean and well organized.

The construction of boundary walls would increase the security of the school. But since the location of the school is so extremely awkward, it would be advisable to shift the school to another place. Before such a decision has been finally made, we should not consider the construction of boundary walls.

The teachers expressed the need for:

- toilets
- water
- boundary walls
- First-Aid-Kit
- textbooks
- station

Recommendations

The school deserves a strong support, since it is well maintained and well organized. But for the infrastructure of the school nothing can be done unless a final decision is made about the location of the school.

The present site is extremely unsuitable; improvement of conditions is possible, but the best solution would be to shift the school to another place.

In lieu of final decision about the location of the school the following measures are recommended:

The school should be provided with a toilet.

The water problem cannot be solved by the project, but one more "abdan" can be provided. The Education Cell should be approached, how the general water problem can be solved.

If the school is not shifted, it definitely needs boundary walls.

A First Aid Kit should be only provided in connection with a First Aid Training Course for teachers.

SCHOOL PROFILE

A/9
ARPS No. 5 (girls)
Kotkai Camp No. 4
(District Kohat)

The school is located 100 m away from the main road which links Kohat with Parachinar, but it is far enough away from the road so that the school is not affected by the traffic.

The school comprises of five Kacha rooms and a smaller office. There is one toilet for the staff and one for the pupils.

118 pupils are registered in five classes. One classroom is occupied by the lady teacher as her private home so that one class has to be taught on the verandah.

Although it is a girls' school, there is only one female teacher, but two male teachers. The headmaster is actually the founder of the school. He has also organized a boys' school and a mosque school. With these two other schools to his credit the community did not object a girls' school, but he says that more female teachers would be difficult to get and would increase the problems of the school.

The headmaster was open to the idea of adult education activities and is obviously willing to support any programme which may be useful.

The teachers were complaining about their low salary, more than this is usually the case.

Besides that they mentioned the following problems:
- insufficient water supply
- toilets in a poor condition, need one more toilet
- one ceiling is cracking
- school needs white washing
- textbooks, slates and stationery are provided irregularly
- need of chairs and desks
- windows need repair
- teaching material not sufficient
- no playground, no sports equipment
- floor needs smooth
- no garden, no trees.

Table 2.1

	Pakistani schools												Afghan schools											
School No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
a. No. of teachers	5	2	5	2	4	5	3	2	8	2	2	2	4	4	6	8	3	3	5	3	3	3	3	3
b. No. of classrooms	3	2	6	3	4	2	3	2	4	2	2	2	7	4	5	7	5	4	5	5	4	5	6	5
c. No. of tents													2	1				1	2				2	

To understand these figures one needs additional information:
It is the standard in Pakistani schools that only some of the pupils are taught in classrooms, many pupils are taught outside on verandahs, under trees or just in the open. Pupils taught outside often outnumber the pupils taught in classrooms.
There are usually more groups/sections taught than classrooms available.
In Afghani schools the situation is better:
all clay buildings have at least 5 classrooms, one for every class (exception: Kotki, where one classroom has been turned into a teacher's quarter). In case of tent schools all children are accommodated in tents, the tents sometimes being divided by curtains and sometimes not. In tent schools the number of pupils' sections (grades, sections within the grades) has usually been taken as the number of classrooms. This is strictly speaking unjustified, since in several cases there were even no curtains dividing the tents, and even with curtains students were disturbing each other by chanting. But the most important fact is that all Afghani schools have enough space (in clay classrooms or in tents) to accommodate all students.

Relating teachers and classrooms: Pakistani schools

Table 2.2

No. of teachers	1	2	3	4	5	6	7	8
No. of schools	-	6	1	1	3	-	-	1

Table 2.3

No. of classrooms	1	2	3	4	5	6
No. of schools	-	6	3	2	-	1

Recommendations

Compared to other schools the toilet situation is acceptable. The toilet could be cleaned and improved in the framework of repairing one ceiling and whitewashing the walls.

The water situation is more complex. There is no pipe nearby and the idea of digging a well has to be thoroughly analysed, although the teachers stated that this could be easily done. Before reliable data is available, no decision should be taken.
The drinking water situation can be improved by providing another "abdan" with the appropriate number of cups.

The ceiling of one classroom needs urgent repair. Several windows must be repaired.

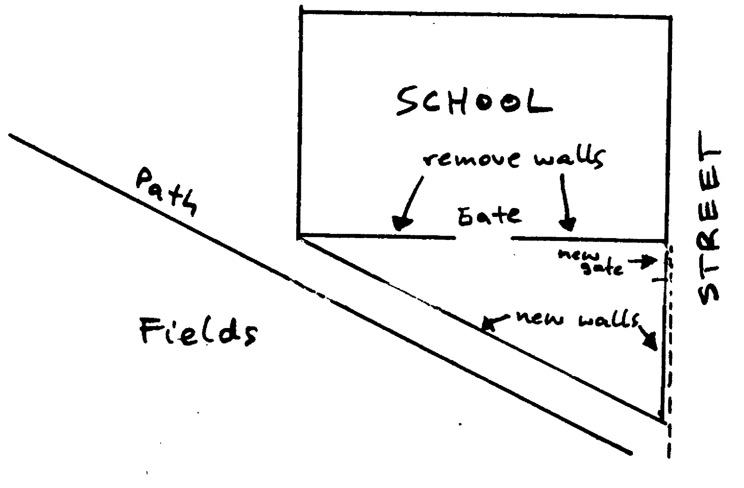
The school needs five chairs and five desks.

It is recommended to whitewash the school.

The floor of the classrooms is rather uneven and it is difficult to keep it clean. It is therefore recommended to smooth the floor. Since it is a clay floor it is relatively easy to do it.

The school is complaining about lack of trees, garden, playground. It schould be investigated, if the following solution is possible (legal situation) and feasible (financial consideration). The school lies between a field and two roads (see sketch). In front of the school there is some empty space. If this space would be surrounded by walls it could serve as a small playground. If one of the existing walls of the schools would be removed, it would increase the area of the school ground considerably. This would provide enough space for planting some trees or arranging a small school garden, provided the water problem is solved.

Sketch of school area:



SCHOOL PROFILE

A/10
ARPS No. 1
Camp Barakai No. 3
(Swabi, District Mardan)

The school is situated in the middle of the camp. It is surrounded by private houses, so that there is no space for a large school yard or a play gorund.

During the interviews the team got the impression that the teachers' interest in the school is limited. The teachers also seemed to prefer religious teaching.

In the camp a number of parents have shown interest in establishing a girls' school, but the Mullahs didn't give their permission yet.

The teachers expressed the following needs:

- toilet facilities
- safe and sufficient drinking water
- repairing of some of the ceilings
- smooth the floor
- repairing windows and window shutters
- teaching aids
- textbooks and stationery
- whitewashing

Recommendations

The list of requests contains too many important and expensive facilities. Providing two toilets and improving the water supply and repairing some of the ceilings and repairing windows and window shutters and ... and ... is exceeding the project's financial possibilities, although the project recognizes the need for all these facilities. More than it is the case in other schools, the problems must be discussed with the Education Cell to find out which activity could be financed through their office and which activity through the project.

Smoothing the floor would increase the cleanliness of the school as well as a general whitewashing. These activities are not so expensive, but improve the general impression of the school considerably. If possible, self-help from among the community should be initiated.

Before a larger and final solution of the water problem is organized, an additional "abdan" for storing drinking water is recommended. This would be useful even if the school would be provided with piped water.

SCHOOL PROFILE

A/11
ARPS No. 4
Camp No. 10, Barakai
(Swabi, District Mardan)

This camp school consists of two tents, located near a grave yard. It has no water, no toilet facilities and also no boundary walls. Lack of text books and stationery is a usual problem and lack of a play ground is another shortcoming of this school.

Good relations between the community concerned and the school should be mentioned.

About the textbooks and stationery it has been heard that its lack was due to non-availability. The sub-Commissioner, Education Cell, A.R., who was present during the interview, said that the books were in the printing house but that it is not known, when they would be ready. This might be a reason for the lack of textbooks, but does not explain the lack of stationery.

It should be mentioned that one of the teachers was employed by two separate schools. Some days of the week he was present in one school and absent in the other, and vice versa. He was drawing two salaries. However, unfortunately for him this was discovered and the Commissioner released him immediately - from both schools.

Toilets are the most urgently needed facility, sufficient water supply is another essential problem.
Boundary walls are also important and a playing ground is needed, too. The teachers requested "abdans" for storing drinking water and a First Aid Kit.

Recommendations

This tented school is lying in such an unsuitable position that one can only wish that the school would be moved to another place: it is lying on the shoulder of a barren hill, close to the top, more or less outside the village, and few metres behind the tents there is a graveyard, which has been recently established and which is growing.

There are no trees, no vegetation. The place is hot and dusty in summer and windswept in winter.

But there is almost no chance for the school to be moved. Barakäi with its several camps has occupied every space available in that area. Therefore we can expect with a certain probability that the school will not be moved.

The most urgently needed facilities are at least two toilets, three large "abdans" and boundary walls which should protect the school from the graveyard and which should include enough space for a playground (volleyball field). These facilities should be provided, even if they would exceed the average amount earmarked per school. It is one of the most depressing schools in the survey and it should receive our full attention.

SCHOOL PROFILE

A/12
ARPS Barakai (girls)
Camp No. 7, Barakai
(Swabi, District Mardan)

The school is in a good condition, but the enrolment is estimated to be only about 10 % of the girls of school-going age living in the camp.

The mawlavies are against female education and they forbid the parents to send their girls to school. Since the religious leaders have such a negative attitude towards female education no female teacher could be found to teach in this girl school. The fact that the girls are taught by men is disliked by the parents and prevents them from sending their girls to school. Of 113 girls enrolled, only 66 were present at the day of the interview.
This situation could be theoretically improved if the mawlavies could be convinced to involve themselves actively in school affairs.

Only under this condition might it become possible to recruit female teachers for this school.

A technical problem which could be solved relatively easy is the shortage of drinkingwater. The school needs regular supply of drinking water and adequate water storage facilities.

Other needs mentioned were:
- repairing the toilets
- whitewashing the school
- repairing doors and windows
- storage facilities
- repairing blackboards
- regular supply of erasers
- regular supply of stationery

Recommendations

In the framework of the project's activities in the area of non-formal education, a number of meetings with teachers, parents, community leaders etc. will be carried out to learn about the needs and problems of the camps/villages and to get an idea how non-formal education activities can solve some of these problems.
Even more than in other schools (villages, camps) the religious leaders must be involved in the discussions and decisions concerning any educational activities in Barakai Camp No. 7. If it is not possible to get the support of the religious leaders, at least they must be convinced to tolerate the educational efforts, which are not directed against Islam and which even incorporate strong religious components.

For solving some of the technical problems we recommend:
The toilets must be repaired. At least one more "abdan" should be provided to store drinking water.
The costs for providing piped water to the school should be estimated, but the drinking water situation of all Barakai camps is so difficult that there is little hope to improve the school's water situation.
The school should be whitewashed, doors and windows need repair.
For storing teaching materials the school needs a steel cabinet.
Blackboards are available, but they need to be repainted.

2. Results / Recommendations related to teachers and teacher training

Most of the Pakistani and Afghan teachers are already familiar with short term training courses, although they don't seem to be able to name certain training areas, they are in need of. Nevertheless more than half of the teachers vote for regular additional training opportunities, preferably at the beginning of their career, but also continuously at least every five years. Additional training courses are mainly understood as four-weeks courses during the holidays. Although many teachers and headmasters don't agree with the idea of having seminars in the afternoons or on weekends, there are still enough teachers who are interested in such types of courses so that one could try to offer one day courses on special topics in addition to 4-week seminars.
According to the teachers and headmasters the most needed training topics are

- methods of teaching including teaching aids,
- theoretical background of education including community activities, problems concerning absenteeism, dropout, repetition, child psychology, discipline...,
- educational administration.

Both, Afghan and Pakistani headmasters recognise special training needs for teachers on different stages of their career.
They distinguish between new untrained teachers, new trained teachers and trained teachers after some years of practice.
The headmasters seem to consider short term training courses as a kind of fully recognized and complete training. Therefore they don't recognize that they have "untrained teachers with some years of practice" in their schools.

Referring to these different target groups the training needs should be met through topics and courses based on the experience of the teachers. The training should never concentrate on, or give emphasis to, more general topics like "General Education" or "Theory of Education". They should be at least a mixture of general and particular topics. Teaching methods should be the central topic, including practical (demonstration) lessons and role playing. Nothing should be lectured which is not supported by practical exercises.

Basic training is especially required for teachers teaching in Afghan schools. Most of the teachers in camp-schools, Afghans as well as Pakistanis, are untrained.

As about 80 % of the Afghan and Pakistani teachers are teaching already for more than one year, all teacher training courses have to consider that the teachers have developed already certain habits and attitudes, which might be difficult to change. Training courses must consider this condition.

Subject specialization is not common among teachers of either group. Most of the teachers prefer or have special preference for Islamiyat. Although these teachers mostly prefer rigid teaching methods (they are used to rote verbalizing, since one of their main objectives is that the pupils know the Quran by heart) they could get some special training to teach their mother tongue.

In almost half of the Pakistani schools the teaching language is different from the mother tongue. In Afghan schools the majority of students speak the same language as used in school. Nevertheless there are always some students in the classes who speak a language different from the teaching language.

This problem could be met by the following measures:

- to inform Pakistani teachers about special problems of bilinguism and how to remedy them,
- to assist the teachers to use the newly produced textbooks in Pashto,
- to discuss with Afghan teachers how to integrate non-Pashto-speaking students,
- for all teachers and materials: the experience existing in the field of teaching Urdu should be used for any activities related to teaching Pashto or using Pashto as a language of instruction.

Organizing teaching of different classes at the same time should be an important topic in training courses.

Training courses must aim at making the teachers feel more responsibility. At present their own idealistic views of "function of schooling" differ too much from reality in schools.

Teachers must be made aware of students' dropout or irregular attendence. They must be convinced that their own way of teaching is increasing the rates of dropout and absenteeism.

The topics in training courses must also include the problem of "irregular attendence of teachers" and the fact that teachers might be present, but not teaching.
(This would be a standard topic in courses for headmasters and school inspectors).

Both, Afghan and Pakistani teachers are supposed to teach between 30 and 40 periods a week.
Therefore all further demand on preparation of lessons has to consider this weekly time-table. Due to their usual attitude as well as to their workload and small salary at the same time, teachers can't be expected to do additional work such as preparation of lessons outside their normal working hours.

For headmasters and elder teachers special courses in educational administration are highly in demand. The project must analyse the effects of improved school administration on classroom teaching under the prevailing conditions. If the headmasters organize their schools better, the conditions for teaching will improve too.

The cases of those female teachers who live far away from the schools (up to 45 km one way) should be discussed with the administration concerned. Possible transfers and replacements should be taken into serious consideration.

Looking at tables 2.1 to 2.3 gives the following picture:

1. A frequent model (not the standard) is the school with two teachers and 2 classrooms. Five of our 12 Pakistani schools are of this type.

2. The numbers of teachers and classrooms often don't correspond: in five schools there were more classrooms or less classrooms than teachers (Examples: 8 teachers, four classrooms; 2 teachers ,three classrooms).

3. In 8 Pakistani schools there were less than 5 teachers, which means that in at least 8 schools teachers have to teach more than one class at a time, knowing that primary schools have 5 grades and all our Pakistani schools have at least 5 sections.

4. Only one Pakistani school had at least 5 classrooms, which means that 11 schools had to accommodate several classes in one room or some classes outside the classrooms.

Relating teachers and classrooms: Afghan schools

Table 2.4

No. of teachers	1	2	3	4	5	6	7	8
No. of schools	-	-	7	2	1	1	-	1

Table 2.5

No. of classrooms	1	2	3	4	5	6	7
No. of schools	-	-	-	1	5	-	1

There are two schools which have only one tent and three schools which are organized in two tents.

1. The minimum staff of an Afghan school is two Afghan and one Pakistani teacher.

2. Afghan schools built of clay have at least five classrooms. The one school utilizing four classrooms has in fact 5 classrooms, but one of them was converted into a teacher's quarter.

3. Only in two cases the number of teachers and classrooms / sections correspond with each other.

3. Results / recommendations related to teaching aids

Afghan teachers have almost no experience in the use of teaching aids. Therefore they often don't feel the need for teaching aids. Trained Pakistani teachers were usually trained on how to use teaching aids, often they have the "Teaching Kit" in their school, but still they make hardly any use of these existing skills and materials.
Whatever teaching material the project is producing, it must be introduced through appropriate training courses or regular guidance for practical teaching.

The materials produced should be of a kind that the teachers see them as a help, not as an additional burden.

In the case of Pakistani schools, mainly additional teaching aids should be produced, to be used with the existing textbooks.

In the case of Afghan schools, which are provided with much poorer textbooks it should be considered to replace some of them which are too far away from the appropriate standard. When producing textbooks for refugees their particular situation should be taken into account, without being forced into areas too sensitive and too political (Holy War).

Whenever textbooks or other teaching materials for Afghans are produced, they should take into account:

- the appropriate level of language
- particiuliarities of Afghan Pashto
- more exercises

Teachers only mentioned language books. The mathematics textbooks also need special care, i.e. modifications and improvements. Although they are not yet in the project's plan of action subjects like "Science" and "Social Studies" should be supported wherever possible.

As the teachers usually are not much acqainted with the use of teaching aids they are mainly understood as being blackboard and textbooks. The traditional repetition style does not require other materials than those mentioned above. On the other hand the Pakistani teachers seem already to regard their limited use of teaching aids as a sort of proof of "good teaching" although in fact they don't make much use of them (the Teaching Kit, for example, is hardly used).

Introduction of teaching aids should therefore be done only in accordance with introduction of certain "new methods".

Especially Afghan schools are suffering from lack of textbooks. The Education Cell must be approached to discuss the problem in order to solve it,at least for the project schools, but also - if it does not include financial involvement - to offer assistance beyond our project schools.
As a kind of stop-gap measure charts could be produced, containing well presented/formulated lessons which could be used until better textbooks are available. It should be analysed, if pages of textbooks from the (Pakistani) Textbookboard could be used for that purpose.

4. Results / Recommendations related to community activities

As stated in the "INTRODUCTION", the area of non-formal education, which is involving the community and community matters much more than primary education, was left out in this survey.
Nevertheless, the interviews brought the project in closer contact with the communities, with the teachers, and with the problems of students and their parents. Therefore we see this report as a suitable place to express some ideas about non-formal education.
As the term "adult education" is here commonly understood as a synonym for "literacy courses" by the Pakistani as well as by the Afghan public, there are certain sensitivities against activities concerning "adult education". Especially for the Afghan refugees adult education i.e. Literacy Training is closely linked with strong efforts of the communist government in Kaboul to bring down the rate of illiteracy even by force.
It is therefore recommended to use different terms than "adult education", e.g.

- non-formal educaiton
- out-of-school education
- evening activities
- community activities.

For many years different actions were already taken by government authorities to offer various kinds of "adult adtivities" in the villages, but without long lasting success.
The Pak-German Basic Education Project has got the opportunity to start with activities in already established institutions i.e. in the primary

schools. As all activities taken there might also be noticed by parents and other villagers, the chance should be taken to involve them directly in what is planned to be done.

The project should invite parents/local leaders/other adults interested in the project activities concerning the schools into the school to discuss with them the activities which are planned for the respective school, in order to let them participate in the decision.

Possible topics for such meetings are:

- decision on priorities according to the funds available
- tentative schedule for the accepted activity
- decision on self-help activities by the villagers as contributions from the side of the village
- training programmes requested by the village.

As a first list of proposals the project could discuss the following activities:

- creating study facilities/study conditions for students at home
- health programmes (nutrition, sanitation)
- sports activities for youths and adults on a playground which could be constructed close to the school
- language classes (Urdu, English)
- first aid at home

For spreading information on the project's activities a sort of "bulletin" could be created. Such a bulletin should contain articles concerning the different topics which are in need of support by the villagers. It could be displayed on a wall of the school but also at certain places in the village/camp or even distribute in larger number of copies.

If it is accepted by the people, a kind of periodical could be created, offering regular information on existing/possible community activities.

The following steps are suggested:

1. invitation of parents and other villagers into the school for
   - discussion of activities concerning the school
   - information on hygiene, study facilities, adult activities
2. making contacts with owners of hujras/mullahs and continuation of discussions on:
   - possible activities
   - prepare a list of possible offers, let the people discuss those and

ask them for their own opinions as to their needs

- write minutes of the different phases of discussion (pros and cons)

3. making contacts with other agencies involves in community activities
4. raising the question: Are there certain topics to be taught to girls/ women?

No. ________ (Pakistani) **A**

________ (Afghan)

PAK-GERMAN BASED

Name of Interviewer:

....

Date: ....

C H E C K L I S T A (Schools)

Physical Infrastructure

1. Name/number of school: ....
2. District: ....
3. Village: ....
4. (1) GPS ☐ (2) ARPS ☐

   (1) Boys ☐ (2) Girls ☐
6. Type of building

   (1) tent ☐ (2) kacha (clay) ☐

   (3) semi-pakka ☐ (4) pakka (bricks) ☐
7. Boundary walls (1) yes ☐ (2) no ☐
8. Electricity (1) yes ☐ if yes: functioning (3) yes ☐

   (2) no ☐ (4) no ☐
9. Teachers' quarters (1) yes ☐ (2) no ☐

   For all teachers of the school (3) yes ☐ (4) no ☐

   Are they used by the teachers (5) yes ☐ (6) no ☐
10. Headteachers office existing (1) yes ☐ (2) no ☐
11. Teachers' room existing (1) yes ☐ (2) no ☐
12. Storage facilities (1) yes ☐ (2) no ☐
13. Toilet facilities (1) yes ☐ (2) no ☐

    if yes: condition: (3) functioning ☐ (4) poor condition ☐ (5) not usable ☐
14. Drinking water supply:

    (1) water pipe ☐ (2) well ☐ (3) canal ☐ (4) other source ☐

    If water provided from outside, state distance to water source ...... (4)
15. Number of teachers ....
16. Number of classrooms ....
17. Enrolment of students per section (fill in the numbers of students in the respective field):

Section	Pre-school	I: IB	I: IA	2	3	4	5
(a)							
(b)							
(c)							
(d)							
Sub-Total							

(1) Total number of sections ....

(2) Total number of students ....

18. **Distribution of grades in classrooms/tents:**

	tent/classroom	is hosting
(1)	1	grade(s) ....
(2)	2	grade(s) ....
(3)	3	grade(s) ....
(4)	4	grade(s) ....
(5)	5	grade(s) ....

19. No. of teachers present at the day of the interview: __________

20. Distribution of grades per teacher:

name of teacher	teaches grade(s)						
	pre-school	I: IB	I: IA	2	3	4	5
...............1							
...............2							
...............3							
...............4							
...............5							
...............6							
...............7							
...............8							
...............9							
..............10							

21. Attendance of students per class on the day of the interview:

	class						
	pre-school	I: IB	I: IA	2	3	4	5
no. of students							

22. Inventory of classrooms:

	blackboard	chair	desk	mats	window panes	window shutters	doors
classroom 1							
classroom 2							
classroom 3							
classroom 4							
classroom 5							
in all classrooms:							

23. General condition of classroom/tent:

(if applicable)	(a) good	(b) fair	(c) bad
1. wall pant			
2. floor			
3. ceiling			
4. window panes			
5. window shutters			
6. doors			
7. ventilation			
8. light conditions			
9. cleanliness			

Tick according to your own general judgement.
Write down special remarks for particular, extraordinary conditions, e.g. "Ceiling in classroom I leaking" or "Renovation of classes 1 and 2 planned in near future".

....

....

....

24. Condition of teaching materials in the school:

	good (a)	fair (b)	broken (c)	not available (d)
1. blackboard				
2. chalk				
3. eraser				
4. teaching kit				
5. additional materials like posters/charts				
6. maps				
7. photos/prints				
8. drawings				

25. If visual aids are displayed/utilized - are they:

1. printed ☐ 2. self made ☐ 3. painted on the wall ☐ 4. not existent ☐

(multiple answers possible)

26. Teaching Kit: (1) complete ☐ (2) incomplete ☐

Guidebook for T.K. (3) available ☐ (4) not available ☐

T.K. materials displayed (5) yes ☐ (6) no ☐

if yes: in the classroom (7) ☐

in the headmaster's office (8) ☐

fixed, unremovable (9) ☐

A

27. Availability of students' learning/working material:

	a. sufficient	b. insufficient
1. textbooks	☐	☐
2. slates	☐	☐
3. slaties	☐	☐
4. exercise books	☐	☐
5. pencils	☐	☐

28. Which teaching materials are obviously used in the school? Tick all materials utilized!

1. blackboard/chalk ☐
2. textbooks ☐
3. charts/maps ☐
4. elements from the Teaching Kit
   - 4.1 flash cards ☐
   - 4.2 flannel board ☐
   - 4.3 abacus ☐
   - 4.4 charts ☐
   - 4.5 science materials ☐
5. any other (state which)

   ------------------------------- ☐

29. Surroundings of the school:

	yes (a)	no (b)	attended (c)	unattended (d)
1. school garden				
2. trees				
3. playground				
4. barren land				
5. neighbouring fields				
6. neighbouring houses				

30. Students walking distance:

	between ... min.	and ... min.
1. from home to school	-------	-------
2. from home to next primary school	--------	--------
3. from home to next middle school	--------	--------
4. from home to next high school	--------	--------

31. Comments and remarks:

B

PAK-GERMAN BASED

No. ______ (Pakistani)

______ (Afghan)

QUESTIONNAIRE

(TEACHERS)

Name of Interviewer: ....

Date: ....

1. Name/number of school: ....

2. Location of school (district and village/camp): ....

3. Name of teacher being interviewed: ....
only teacher: ☐ also headmaster: ☐

4. Nationality: 1. Pakistani ☐
2. Afghan ☐

5. Age group:

1. below 20	☐	6. 40-44	☐
2. 20-24	☐ ☐	7. 45-49	☐
3. 25-29	☐ ☐	8. 50-54	☐
4. 30-34	☐ ☐	9. 55 and more	☐
5. 35-39	☐ ☐		

6. Qualification:

1. Years of schooling
   1 up to 10 ☐
   2. 11-12 ☐
   3. 13 and more ☐

Pakistani teachers:		Afghan teachers:	
4. Matric	☐	10. 12th grade	☐
5. PTC	☐	11. one year profess. training	☐
6. C.E.	☐	12. two years profess. training	☐
7. B. Ed.	☐	13. Academy for teachers trainers	☐
8. M. Ed.	☐	14. others (state which)	☐
9. others (state which)	☐		

7. Number of years of teaching experience:

	(a) in Pakistan	(b) in Afghanistan
1. Primary school	______	______
2. Middle school	______	______
3. High school	______	______
4. any other (state which)	______	______
Total:	============	================

8. Subject specialization:

1. Islamiyat	☐	7. Social studies	☐
2. Pashto	☐	8. English	☐
3. Urdu	☐	9. Arts	☐
4. Dari/Farsi	☐	10. Phys. Educ.	☐
5. Math	☐	11. any other (state which)	☐
6. Science	☐	12. no specialization	☐

B

9. Teaching experience in other schools:

   Number of schools: ____________ yes no

10. Reasons for transfer from previous school(s):

    1. own request ☐
    2. administrative ☐
    3. refuge ☐
    4. others (state which):

       .... ☐

    5. no transfer yet ☐

11. Years/months of teaching in <u>this</u> school:

    For ________ years For _________ months

12. Location of home of teacher:

    1. in this village ☐
    2. in this tehsil ☐
    3. in this district ☐
    4. in this camp ☐
    5. in a camp nearby ☐

    If location outside of village/camp:

    distance to school: ....

13. Conveyance to school:

    1. on foot ☐
    2. by own means of conveyance ☐
    3. public transport ☐

14. Difficulties in conveyance to school:

    1. no ☐ 2. yes - conveyance scarce ☐
    3. yes - conveyance expensive ☐ 4. yes - conveyance seasonally difficult ☐

15. Teacher's mother tongue is:

    1. Pashto ☐
    2. Urdu ☐
    3. Hindko ☐
    4. Dari/Farsi ☐
    5. any other (state which) .... ☐

16. Other languages spoken by the respondent besides mother tongue:

    1. Urdu ☐ 4. Dari/Farsi ☐
    2. Pashto ☐ 5. English ☐
    3. Hindko ☐ 6. any other (state which) .... ☐

17. Mother tongue of the students in this school:

    1. Urdu ☐ 4. Dari/Farsi ☐
    2. Pashto ☐ 5. any other (state which) .... ☐
    3. Hindko ☐

4. The number of teachers per school is higher in refugee camps than in Pakistani villages, but still there are not enough teachers to appoint one for each class.

5. Afghan pupils are all protected by the tent, but they are suffering from a similar lack of space and calmness: pupils and classes are disturbing each other by chanting, when practicing rote verbalizing.

<u>Question 17:</u> Enrollment of pupils

<u>Table 3.1</u>

grade	P.1	P.2	P.3	P.4	school No. P.5	P.6	P.7	P.8	P.9	P.10	P.11	P.12	total
preschool	130	55	50	-	-	79	-	20	100	30	-	-	464
1 b	75	-	58	14	50	-	26	58	-	24	21	4	330
1 a	60	-	81	22	25	27	51	-	52	31	15	7	371
1	-	54	-	-	-	-	-	-	-	-	-	-	54
2	86	38	58	24	25	30	40	15	39	9	17	2	383
3	37	32	59	8	22	34	29	15	50	9	12	1	308
4	43	21	70	12	11	27	34	11	22	5	17	10	283
5	31	16	-	8	18	19	-	4	40	19	-	4	159
	462	216	376	88	151 girls	216 girls	180	123	303 girls	127	82	28 girls	2352

The total number of 2352 enrolled students comprises 698 girls and 1654 boys (29,6 % girls and 70.4 % boys).

Seven schools have preschool groups. These groups are hardly integrated in the school and they are more undergoing a kind of "social training", which in most cases means disciplined sitting on the floor. The intention seems to be more to keep the children somehow busy and keep them away from their houses for some hours. Preschool children are usually an additional burden to the teacher(s) who teach(es) the first grade. There is no teaching material available, no syllabus, and the teachers are not trained to work with children of that age.

Pakistani pupils of grade 1 are usually divided into 1 b and 1 a. In 1 b only the alphabet is taught, pupils move to 1 a after they have learnt the alphabet. We got contradicting statements concerning the duration of these

B

18. Language mostly used for teaching:

1. Urdu ☐ 3. Hindko ☐
2. Pashto ☐ 4. Farsi ☐

19. In case teaching language is different from village language - how is it understood by pupils:

1. easily ☐ 4. some don't understand at all ☐
2. with some efforts ☐ 5. difficult only at the beginning ☐
3. with big problems ☐

20. Grades taught at present by respondent: (tick ✓ all grades taught)

preschool	1 IB	1 IA	2	3	4	5	6

21. No. of pupils taught by respondent in his/her class: (fill in which grade) (if teaching more classes, mark for every class)

1. 100 and more	
2. 95 - 99	
3. 90 - 94	
4. 85 - 89	
5. 80 - 84	
6. 75 - 79	
7. 70 - 74	
8. 65 - 69	
9. 60 - 64	
10. 55 - 59	
11. 50 - 54	
12. 45 - 49	
13. 40 - 44	
14. 35 - 39	
15. 30 - 34	
16. 25 - 29	
17. 20 - 24	
18. 15 - 19	
19. 10 - 14	
20. 5 - 9	
21. 0 - 4	

22. Subjects taught at present by respondent:
(fill in no. of periods a week)

	periods		periods
1. Islamiyat	________	6. English	________
2. Pashto	________	7. Phys. Ed.	________
3. Urdu	________	8. Arts	________
4. Math	________	9. others (state which)	________
5. Science	________	....	
6. Social studies	________	10. Total:	============

23. Sex of pupils:

1. boys only ☐
2. girls only ☐
3. both together ☐

B

24. Percentage of pupils attending class regularly:

1. 90 % and more ☐
2. 80 - 89 % ☐
3. 70 - 79 % ☐
4. 60 - 69 % ☐
5. 50 - 59 % ☐
6. less than 50 % ☐

25. Has he/she seen parents of children who attend school irregularly?

1. no ☐
2. yes ☐ 3. if yes: no. of cases ....
(how many different parents did he/she see?)

26. Reasons for absenteeism as given by parents:
(state which)

....

....

....

....

....

Mark only after the interview

☐ 1. illness
☐ 2. laziness
☐ 3. needed at home
☐ 4. distance to school
☐ 5. visits to other places
☐ 6. family affairs
☐ 7. other reasons (see left)
☐ 8. don't know
☐ 9. no answer

27. Full agreement from the side of respondent:

1. yes ☐
2. no ☐

in case of no - own reasons:
(state which)

....

....

....

Mark only after the interview

☐ 3. traditional reasons
☐ 4. financial reasons
☐ 5. low social status of family
☐ 6. parents apathy
☐ 7. other reasons (see left)
☐ 8. don't know
☐ 9. no answer

28. Certain reasons for absenteeism - particular for this school:

1. yes ☐
2. no ☐

if yes, state which: ....

....

Mark only after the interview.

☐ 3.trad. rivalry
☐ 4. school isolated
☐ 5. rations irregular
☐ 6. any other (see left)

29. Students remain absent for part of schoolday?

1. yes ☐
2. no ☐

if yes, give reasons: ....

....

....

Mark only after the interview

☐ 3. no boundary wall
☐ 4. students hungry
☐ 5. students thirsty
☐ 6. teacher careless
☐ 7. any other

B

30. Dropout rate since beginning of school year?

yes   no   don't know

if yes, fill in grade and no. of pupils

		at the beginning	at present	new students
Grade	____	________	________	________
Grade	____	________	________	________
Grade	____	________	________	________
Grade	____	________	________	________
Grade	____	________	________	________

Mark only after the interview

-	+

31. Parents of dropouts seen by teacher?

1. yes ☐   2. no ☐

3. if yes: no. of cases ....

32. Reasons for dropout as given by parents:
(state which)

....

....

....

....

....

Mark only after the interview

- ☐ 1. illness
- ☐ 2. laziness
- ☐ 3. needed at home
- ☐ 4. distance to school
- ☐ 5. financial reasons
- ☐ 6. traditional reasons
- ☐ 7. any other (see left)
- ☐ 8. don't know
- ☐ 9. no answer

33. Full agreement of teacher?

1. yes ☐   2. no ☐

if no, state own reasons:

....

....

....

Mark only after the interview

- ☐ 3. financial reasons
- ☐ 4. needed at home
- ☐ 5. tradit. reasons
- ☐ 6. social status of family
- ☐ 7. parents' apathy
- ☐ 8. any other (see left)
- ☐ 9. don't know
- ☐ 10. no answer

34. According to the opinion of the teacher, why should children go to school?
(state reasons)

....

....

....

....

Mark only after the interview

- ☐ 1. personal development
- ☐ 2. need of society
- ☐ 3. basis for future learning
- ☐ 4. to receive muslim education
- ☐ 5. to learn about home country
- ☐ 6. any other (see left)
- ☐ 7. don't know
- ☐ 8. no answer

35. Percentage of children of schoolgoing age enrolled in school (estimate by teacher):

of boys:		of girls:	
1.	100 - 91 % ☐	11.	100 - 91 % ☐
2.	90 - 81 % ☐	12.	90 - 81 % ☐
3.	80 - 71 % ☐	13.	80 - 71 % ☐
4.	70 - 61 % ☐	14.	70 - 61 % ☐
5.	60 - 51 % ☐	15.	60 - 51 % ☐
6.	50 - 41 5 ☐	16.	50 - 41 % ☐
7.	40 - 31 % ☐	17.	40 - 31 % ☐
8.	30 - 21 % ☐	18.	30 - 21 % ☐
9.	20 - 11 % ☐	19.	20 - 11 % ☐
10.	below 10 % ☐	20.	below 10 % ☐

B

36. Parents sending no children to school - seen by teacher:

1. yes ☐ 2. no ☐

no. of cases ____________

37. Reasons given by parents - for not sending children to school: (state which)

....
....
....
....
....
....
....
....

Mark only after the interview

☐ 1. financial reasons
☐ 2. traditional reasons
☐ 3. needed at home
☐ 4. school of no use
☐ 5. parents apathy
☐ 6. low social status
☐ 7. school too far
☐ 8. any other (see left)
☐ 9. don't know
☐ 10. no answer

38. Full agreement of teacher?

1. yes ☐
2. no ☐

....
....
....
....

Mark only after the interview

☐ 3. financial reasons
☐ 4. traditional reasons
☐ 5. needed at home
☐ 6. school of no use
☐ 7. parents aoathy
☐ 8. low social status
☐ 9. school too far
☐ 10. don't know
☐ 11. no answer

39. Average percentage of pupils repeating per year: .... percent

40. Reasons for repetition? (state which)

....
....
....
....
....
....
....

Mark only after the interview

☐ 1. curriculum
☐ 2. lack of teacher train.
☐ 3. lack of physical facilities
☐ 4. no study facilities at home
☐ 5. laziness
☐ 6. illness
☐ 7. irregular attendance
☐ 8. parent's apathy
☐ 9. don't know
☐ 10. other reasons (see left)

41. Which of the following measures could possibly decrease repetition of class?

		yes	no
1.	improvement of teaching contents	☐	☐
2.	improvement of textbooks	☐	☐
3.	improvement of teacher training	☐	☐
4.	change of teaching language	☐	☐
5.	creating study facilities at home	☐	☐
6.	increasing parents' interest in school	☐	☐

In cases of yes, mark priorities with figures 1-6.

42. In case of positive answers to 41.1 (teaching contents) describe possible activities:

....
....
....
....

Mark only after the interview

- [ ] 1. change of time table
- [ ] 2. environment oriented topics
- [ ] 3. adaption to language level
- [ ] 4. any other (see left)
- [ ] 5. adaption to age level

43. In case of positive answer to 41.2 (textbooks) describe possible activities:

....
....
....
....
....
....

Mark only after the interview

- [ ] 1. provision of teachers' guide
- [ ] 2. adaption to language level
- [ ] 3. environmental orientation
- [ ] 4. adaption to age level
- [ ] 5. textbooks with more details
- [ ] 6. improved exercises
- [ ] 7. more precise descriptions
- [ ] 8. any other (see left)
- [ ] 9. don't know

44. In case of positive anwer to 41.3 (teacher training) describe possible activities:

....
....
....
....
....
....
....

Mark only after the interview

Improved knowledge of:

- [ ] 1. child's psychology
- [ ] 2. methods of teaching
- [ ] 3. preparation of lessons
- [ ] 4. use of teaching aids
- [ ] 5. subject matters
- [ ] 6. class organization
- [ ] 7. don't know
- [ ] 8. any other (see left)

45. Do all pupils of the class have textbooks at present?

1. yes ☐
2. no ☐

if no, how many percent have no textbooks

3. 0 - 4 % ☐
4. 5 - 9 % ☐
5. 10 - 14 % ☐
6. 15 - 19 % ☐
7. 20 - 24 % ☐
8. 25 - 29 % ☐
9. 30 - 34 % ☐
10. 35 - 37 % ☐
11. 40 - 44 % ☐
12. more than 45 % ☐

46. Reasons, why students don't have textbooks:
(state which)

....
....
....
....
....

Mark only after the interview

- [ ] 1. financial reasons
- [ ] 2. textbooks lost
- [ ] 3. textbooks torn
- [ ] 4. short supply
- [ ] 5. any other (see left)
- [ ] 6. don't know

B

47. Teaching aids used by teacher

	often	sometimes	never	n. avail.
1. blackboard				
2. charts				
3. teaching kit				
4. flannelboard				
5. abacus				
6. flashcards				
7. teachers' guide				
8. science equipment				
9. maps				
10. reference books				
11. any other (state which)				

48. Problems faced in teaching as felt by teacher (mark also top priority!)

	yes	no
1. class overcrowded	☐	☐
2. lack of textbooks	☐	☐
3. lack of stationery	☐	☐
4. lack of teaching aids	☐	☐
5. language problems	☐	☐
6. discipline of students	☐	☐
7. change in time table	☐	☐
8. absence of other teachers	☐	☐
9. any other (state which)	☐	☐
....	☐	☐

49. In case of problems stated above, how to remedy the situation

State measures:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

Mark only after the interview

- ☐ 1. external assistance
- ☐ 2. improvement of school
- ☐ 3. better organization
- ☐ 4. internal cooperation
- ☐ 5. don't know
- ☐ 6. no answer

refer to problems as listed under 48, using the corresponding numbers

50. At the time of first appointment to school - had teacher training been sufficient?

	to full extent	enough	not at all
1. related to subject matter	☐	☐	☐
2. related to teaching practice	☐	☐	☐
3. related to theorie of education	☐	☐	☐

B

51. At what stages of career - a teacher needs additional courses:

	agreed	indifferent	not agreed
1. at the very beginning	☐	☐	☐
2. every five years	☐	☐	☐
3. before being appointed to administrative post	☐	☐	☐
4. other suggestions (state which)	☐	☐	☐

52. Importance of topics of short term seminars:

	high	medium	low
1. theoretical background of education			
2. general teaching methods			
3. special subject methods			
4. subject matter of subject-specialization			
5. teaching aids			
6. educational administration			
7. educational innovation			
8. course not directly related to profession but useful for the respondent			
9. any other (state which)			

53. Did you ever attend a short term - training course?

1. yes ☐
2. no ☐

if yes, how often .... when was the last seminar ....

54. When attending a seminar what does the respondent hope:

	much	medium	less
1. increase in salary			
2. promotion afterwards			
3. certificate useful for promotion			
4. any other benefit (state which)			
5. no aspirations			

55. Which of the following sacrifices is the respondent prepared to make for a short term seminar?

	yes	no
1. attendance during school holidays	☐	☐
2. attendance during afternoons	☐	☐
3. attendance during weekends	☐	☐
4. any other sacrifice (state which)	☐	☐
5. no sacrifice at all	☐	☐

56. What type of seminar is most effective:

1. one day per week, throughout a year ☐
2. one week per term ☐
3. one month per year ☐
4. any other arrangements (state which)

.... ☐

(tick only top priority)

57. Where should seminar be run?

1. at Peshawar ☐
2. at regional centres ☐
3. own school ☐
4. at a school close-by ☐
5. other arrangements (state which)

.... ☐

(tick only one answer)

58.1 Judgement on social status of high school teachers in village:

a. very high ☐
b. high ☐
c. medium ☐
d. low ☐
e. very low ☐

58.2 Judgement on social status of primary teachers in village:

a. very high ☐
b. high ☐
c. medium ☐
d. low ☐
e. very low ☐

in case of negative answers (low, very low) give reasons:

....
....
....
....

Mark only after interview

☐ 3. low salary
☐ 4. neglect of duties
☐ 5. any other (see left)
☐ 6. don't know

59. Can a teacher help the villagers?

1. yes ☐
2. no ☐

if yes, could he help in the field of:

	yes	indifferent	no
3. adult educaiton	☐	☐	☐
4. self help activities	☐	☐	☐
5. first aid	☐	☐	☐
6. any other (state which):			
....	☐	☐	☐

60. Possible improvements of school situation by parents/villagers:

	yes	indifferent	no
1. cooperation with school	☐	☐	☐
2. assistance in construction work	☐	☐	☐
3. financial assistance	☐	☐	☐
4. provision of site e.g. for playground	☐	☐	☐
5. any other (state which)	☐	☐	☐

61. Does the teacher face any other problems which were not mentioned in the questionnaire?

(state which)

....
....
....
....
....

Mark only after the interview

- ☐ 1. salary not sufficient
- ☐ 2. allowance not paid
- ☐ 3. no guidance by administration
- ☐ 4. no teachers' organization
- ☐ 5. administr. not aware of problems
- ☐ 6. any other
- ☐ 7. no answer

62. General remarks on the course of the interview:

C

PAK-GERMAN BASED

No. ________ (Pakistni)
________ (Afghan)

QUESTIONNAIRE C
(HEADMASTERS)

Name of interviewer: ....

Date: ....

1. Name/number of school: ....
2. District: ....
3. Village/camp: ....
4. Name of headmaster being interviewed: ....

   Nationality of headmaster (1) Pakistani ☐
   (2) Afghan ☐
5. When was the school founded? ...... (1)

   When were the buildings constructed? ...... (2)
6. When did the headmaster take over his post? ...... (1)

   Had he been headmaster before? yes ☐ no ☐

   For how long? ...... years
7. Level of qualification:

Pakistani headmasters		Afghan headmasters	
(1) untrained	☐	(7) no teacher training	☐
(2) PTC	☐	(8) 1 year teacher training	☐
(3) C.E.	☐	(9) 2 years teacher training	☐
(4) B.Ed.	☐	(10) B.Ed.	☐
(5) M.Ed.	☐	(11) M.Ed.	☐
(6) others (state which)	☐	(12) others (state which)	☐

8. Attendance of pupils:

   (1) very regular ☐ (2) regular ☐ (3) irregular ☐ (4) very irregular ☐
9. Do the seasons influence the attendance?

   (1) to a high degree ☐ (2) to some extent ☐ (3) not at all ☐

   If yes, give reasons for that

   ....
   ....
   ....
   ....

Mark only after the interview
☐ (4) heat
☐ (5) cold
☐ (6) muddy roads
☐ (7) harvesting
☐ (8) other reasons (see left)
☐ (9) don't know

phases, but it seems that the phase of 1 b could last up to one year. In practice one can expect that preschool plus 1 b lasts about a year, with grades 1 to 5 starting after that. This means in practice that the Pakistani primary school lasts in fact for six years, not for five years.

The number of pupils per grade is continously decreasing from grade 1 a (which is the first grade of regular teaching) to grade 5. The figures are as follows:

Table 3.2 Percentage of pupils per grade

grade	1a/1	2	3	4	5	1 - 5
pupils	425	383	308	283	159	1.558
percent of total	27.3	24.6	19.7	18.1	10.3	100

The enrollment of girls in higher grades is relatively better. While the total percentage of girls in all grades is 29.6 % it is 24.7 % in grade four; 50.9 % in grade five, which gives a percentage of 34.2 % of girls in the last two grades, compared to 29.6 % in all grades. The reasons for that increased dropout rates of boys especially in grade 5 are most likely economic and cultural: boys of that age can already support the family by working on the fields or in shops/workshops, while the girls of that age must already follow purdah rules and cannot become active outside their homes.

Table 3.3: Enrollment in Afghan schools

grade	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12	total
1	48	65	64	104	45	96	60	21	34	28	58	18	641
2	132	43	59	41	24	25	60	27	30	40	92	48	621
3	39	38	47	50	13	15	45	16	18	27	38	47	393
4	18	-	25	19	10	20	42	14	18	21	25	-	212
5	-	-	13	19	8	-	22	18	7	23	20	-	130
total	237	146	208	233	100 girls	156 girls	229	96	107 girls	139	233	113 girls	1.997

In addition to these figures there were 2 schools with grade 6 (21 pupils) and one school with grade 7 (7 pupils). These 28 pupils have been left out in the analysis to get results comparable to the Pakistani schools.

10. Average absence of teachers per month: .... days

Give reasons for the absence of teachers:

....

....

....

Mark only after the interview

- (1) illness
- (2) personal affairs
- (3) busy with other jobs
- (4) not interested
- (5) other reasons
- (6) don't know

Are there special cases?

(7) yes ☐ (8) no ☐ if yes: state which

....

11. Give reasons, why students drop out of school:

....

....

....

....

Mark only after the interview

- (1) family moved away
- (2) laziness
- (3) needed at home
- (4) purdah
- (5) not interested
- (6) started employment
- (7) financial situation of the family
- (8) don't know
- (9) other reasons (see left)

12. How could the dropout rate be reduced?

Make suggestions:

....

....

....

....

Mark only after the interview

- (1) more schools
- (2) better promotion (radio ...)
- (3) improvement of attractiveness of school
- (4) sport facilities
- (5) more rooms
- (6) more teachers
- (7) more attention of institutions responsible
- (8) any other
- (9) don't know

13. What are the major constraints of this school?

....

....

....

....

....

Mark only after the interview

- (1) insufficient facilities
- (2) classrooms overcrowded
- (3) lack of textbooks
- (4) lack of stationary
- (5) irregular attendance of pupils
- (6) irregular attendance of teachers
- (7) untrained teachers
- (8) no support from administration
- (9) lack of supervision
- (10) teachers badly paid
- (11) no support by the families
- (12) parents are uneducated
- (13) traditional rivalry
- (14) don't know
- (15) other reasons (see left)

C

14. Medium of instruction is:

(1) Pashto ☐ (2) Urdu ☐ (3) depends on needs ☐ (4) both mixed ☐

15. Number of trained teachers: .... (1)

full professional, long term training .... (2)

short term training .... (3)

number of untrained teachers .... (4)

Total number of teachers .... (5)

16. In case short term seminars are offered, which topics of training would the headmaster prefer for his untrained teachers? (multiple answers possible, but mark top priority)

(1) general education	☐	(5) educational innovations	☐
(2) methods of teaching	☐	(6) use of teaching aids	☐
(3) child's psychology	☐	(7) educational administration	☐
(4) subject matters	☐	(8) others (state which)	
		....	☐

17. In case short term seminars are offered, which topics of training would the headmaster prefer for his trained teachers? (multiple answers possible, but mark top priority)

(1) general education	☐	(5) educational innovations	☐
(2) methods of teaching	☐	(6) use of teaching aids	☐
(3) child's psychology	☐	(7) educational administration	☐
(4) subject matters	☐	(8) others (state which)	
		....	☐

18. What would be the suitable duration of these seminars?

(1) depends on the topic ☐
(2) 1 day ☐
(3) 2 - 6 days ☐
(4) 2 weeks ☐
(5) 1 month ☐
(6) longer than one month ☐
(7) once a week over a certain period of time ☐

19. Do you think your teachers - for attending training seminars - would be willing to sacrifice?

	yes (a)	to some extent (b)	not at all (c)
(1) some afternoons	☐	☐	☐
(2) some school holidays	☐	☐	☐
(3) some weekends	☐	☐	☐

20. When should the seminar take place?

	yes	indifferent	no
(1) during school term, full day	☐	☐	☐
(2) during school term, afternoons	☐	☐	☐
(3) during school terms, weekends	☐	☐	☐
(4) during school vacations	☐	☐	☐

21. Where should the seminars take place?

	yes	priority	no
(1) in your school	☐	______	☐
(2) in a close-by (bigger) school	☐	______	☐
(3) in the regional centre	☐	______	☐
(4) in Peshawar	☐	______	☐

(multiple answers possible; indicate priority)

22. Who has the most urgent need of such a training seminar?

(1) an untrained teacher ______

(2) a young trained teacher at the beginning of his career ______

(3) an untrained teacher after some years of practice ______

(4) a trained teacher after some years of practice ______

(indicate the priorities by numbers 1-4) ______

Do you think that all teachers should get regular training?

(5) yes ☐

(6) no ☐

After how many years? .... years

23. What should be the contents of such a regular trianing?

	untrained teacher	untrained teacher after some pract.	trained teacher after some pract.
(1) general education			
(2) methods of teaching			
(3) child's psychology			
(4) subject maters			
(5) educational innovations			
(6) use of teaching aids			
(7) educational administr.			
(8) others (state which)			

(multiple answers possible, mark priority)

24. What sort of training course would be useful for a headmaster?

(1) general education ☐

(2) methods of teaching ☐

(3) child's psychology ☐

(4) subject matters ☐

(5) educational innovations ☐

(6) use of teaching aids ☐

(7) educational administration ☐

(8) others (state which)

.... ☐

C

25. Teachers' guides available in your school?

Grade	1	2	3	4	5	one for all grades
Pashto						
Urdu						
Mathematics						
Science						
Social Studies						
Others						

Tick those, which are available

26. If there would be a chance to improve/repair/construct/provide facilities in your school, which of them would you recommend most urgently? Select 5 items from the following list

(1) constructing a toilet ☐
(2) providing water to the school (piped water or well) ☐
(3) planting of trees ☐
(4) construction/improvement of boundary walls ☐
(5) whitewashing of walls ☐
(6) repair of windows ☐
(7) repair of doors ☐
(8) repair of roofs ☐
(9) repairing/repainting blackboards ☐
(10) establishing a school garden ☐
(11) preparing a play ground ☐
(12) supply of First Aid Kit ☐
(13) supply of books other than textbooks ☐
(14) make your own suggestion

.... ☐

27. How frequently do you contact parents?

(1) often ☐ (2) not so often ☐ (3) rarely ☐ (4) never ☐

28. How often do parents contact you?

(1) often ☐ (2) not so often ☐ (3) rarely ☐ (4) never ☐

29. Is discipline a problem in this school?

(1) big problem ☐ (2) small problem ☐ (3) no problem ☐

30. How is discipline kept in this school?

....

....

....

Mark only after the interview
☐ (1) strict words
☐ (2) stick
☐ (3) personality of teacher
☐ (4) discipline master
☐ (5) other

31. As a headmaster you teach in class and you do administration work:

How is your total working time divided?

__________ percent teaching

__________ percent administration

Compiled Recommendations for Pakistani Schools

	P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9	P.10	P.11	P.12
1. Ceiling	?			1x		1x						rep.
2. Water	3 abd.	2 abd pipes	well 2 abd.	1 abdan pipe?	1 abd. pipe?	2 abd.			2 abd.		1 abd.	1 abd.
3. Toilet	3x	2x	3x	1x		rep.		2x ?	rep.	1x	1x	rep.
4. Mats												
5. Textbooks												
6. Stationery												
7. Blackboard			rep.						rep.		2 rep 3 new	rep.
8. Facilities in working order			wind. shutters						wind.;	wind. shutters		
9. Classrooms												
10. Student/teacher 50:1												
11. T.K.												
12. Teaching Materials												
13. Storage facilities	1x	1x		1x			1x			1x	1x	
14. Desks	4x											
15. Chairs	3x											
16. Ventilation												
17. Access												
18. Boundary Walls			x		rep.		brick wall	?	x	x		
19. Light/electricity		electr.				electr.		?				
20. White/Washing,floor					white wash	white wash			w.w. floor		white wash	
21. Playground		x										
22. Shade trees					x							

abdan: metal water container

For no's 4,5,6,9,10,11,12,16,17 general comments have been made in the previous parts of the report.

APPENDIX

Compiled Recommendations for Afghan Schools

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12
1. Ceiling					2x				1x	x		
2. Water	4 abd.	2 abd.	well 2 abd.	?		well	2 abd.	1 abd.	well? 1 abd.	1 abd.	3 abd.	1 abd.
3. Toilet		2x	impr.	1x			? 1x	1x	impr.	2x	2x	rep.
4. Mats												
5. Textbooks									x	x		
6. Stationery	x	x	x			x		x	x	x	x	
7. Blackboard	2x			rep.		1x	1x					rep.
8. Facilities in working order					wind. wind. shutters		wind. wind. shutters		wind.	wind. wind. shutters		doors wind.'s
9. Classrooms												
10. Student/teacher 50:1												
11. T.K.												
12. Teaching Materials												
13. Storage facilities		x	x			x	x					x
14. Desks	2x	5x	3x	3x	3x		1x		5x			
15. Chairs		5x	3x	3x	3x	1x	1x		5x			
16. Ventilation												
17. Access			speed break									
18. Boundary Walls	x	x				x	x		? x		x	
19. Light/electricity				?	2							
20. White/Washing,floor	floor				white/w floor	white washing			white/w floor	white/w floor		white washing
21. Playground	x		x			x					x	
22. Shade trees			school garden									

abdan: metal water container

In addition:

One tent (or additional kacha-building) A/2

One small tent A/2

One small kacha room A/5

Fill-up the school ground (raise the level) a/6

For no's 4,9,10,11,12 and 16 general comments have been made in previous parts of the report.

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The total number of 1.997 students comprises 476 girls and 1.521 boys.

There are no preschool groups in Afghan schools. The Afghan schools have one unified grade 1.
As in Pakistani schools the number of pupils is continously decreasing from grade 1 to grade 5.
The figures are as follows:

Table 3.4 Percentage of pupils per grade

grade	1	2	3	4	5	1 - 5
pupils	641	621	293	212	130	1.997
percent of total	32.1	31.1	19.7	10.6	6.5	100

The smaller number of pupils in higher grades could be - for camp schools - explained in two different ways:

a) School kids dropped out more and more because they grew older and lost interest in school. For such an interpretation we need precise enrollment figures of former years, which we couldn't get yet.

b) Parents are developing more and more interest in school and send more children to school. There is a certain evidence for this interpretation since schools request more space, partially because of increased enrollment in grade 1 (example: Munda).

Different from Pakistani schools the percentage of girls among the school population is heavily decreasing in the higher grades. While the total percentage of girls in all grades is 23.8 % (76.2 % boys), this percentage is reduced to 17.9 % (82.1 %) in grade 4 and to 11.5 % (88.5 % boys) in grade 5. This high dropout rate is due to the strong resistance against female education which is propagated in refugee camps. It is partially also due to the fact, that in two of the Afghan girls' schools male teachers are employed. Parents don't like girls above a certain age to be taught by male teachers.

Question 18: Distribution of grades to classrooms

This question didn't bring useful results. This was partially due to the fact that a school tent cannot be treated the same way as a clay or brick building in terms of division into classrooms. In some cases the inter-

viewers tended to interprete the verandah as a kind of classroom.
Any distribution of grades into classrooms is influenced by the weather, by actual attendence etc., thus we cannot pretend to offer statements which apply permanently.

Question 19: Attendence of teachers

As many visits of the interviewers were announced in advance through the inspectors more teachers were present than on a normal school day. In spite of that fact we found irregular attendance:

Table 4 Teachers attendence

	Pakistani schools	Afghan schools	Total
Teachers appointed	42	48	90
Teachers present	35	38	74
percentage	83.5 %	79 %	82 %

Statements concerning the irregular attendance can be found in the other questionnaires and in the school profiles. The main reason for irregular attendence are low motivation (professional, economic discontent) and transport problems. This sometimes results in a kind of "teaching in daily shifts" or "teaching alternatingly". In some schools that leads practically to 50 % attendence of teachers which is in fact doubling the student-teacher ratio in these cases.

Question 20: Distribution of grades per teacher

This question did not bring results which allow us to make firm statements or comments. Since there are usually less teachers than classes/grades teachers are usually teaching 2 to 3 grades.

Question 21: Attendence of students

Question 21 a: Difference enrollment / attendance

Table 5.1 Attendance of students (percentage) compared to enrollment

	No. 1	2	3	4	5	6	7	8	9	10	11	12	Average
Pakistani schools	76	89	62	91	40	94	85	94	86	99	93	64	81
Afghan schools	65	52	53	81	94	81	92	96	72	89	-	58	71

(In school A 11 attendence was not recorded)

There is a wide range of attendency: from 40 % to 99 %. This might be again due to the fact that some of the schools were informed in advance that the survey team would come, others were not informed. Neglecting this possible (but rather likely) effect we can state:

a) the attendence in Pakistani schools is higher (81 %) than in Afghani schools (71 %),

b) extreme low attendence was in P 5 (Pakistani girls' school, brick-building: 40 %), A 2 (Afghan boys' school, tented: 52 %), A 3 Afghan boys' school, clay: 53 %), all in Peshawar district,

c) extreme high attendence was in P 10 (Pakistani boys' school, brick-building: 99 %), A 8 (Afghan boys' school, clay building: 96 %), P 6 (Pakistani girls' school, clay/brickbuilding: 94 %), P 8 (Pakistani boys' school, clay/brick building: 94 %), A 5 (Afghan girls' school, clay building: 94 %), one in Kohat, two in Mardan, two in Peshawar,

d) any intelligent analysis of these data would be hampered by the uncertainty about the reliability of attendence figures: if <u>all</u> schools had been informed in advance or, better, if <u>no</u> school had been warned about our coming we could embark on interpretations. Now, e.g. we are embarassed, that the only school where we could not meet the headmaster after several attempts, has an attendency rate of 99 %, while the only girls' school with a teachers' quarter and a very experienced headmaster has an attendency rate of 40 %.

   Later frequent and irregular school visits will provide us with more realistic figures.

e) In general it can be stated that the sometimes low attendence of pupils improves the learning conditions for those who come. If all pupils attended every day, the burden on the teachers would be higher and their educational effect even lower.

Comparing table 2.1 (No. of teachers) with table 3.1 (Enrollment in Pakistani schools) and 3.3 (Enrollment in Afghan schools) gives us the student/teacher ratios in Pakistani and Afghan schools.

Table 5.2: Student/teacher ratio

a) Pakistani schools

No.	Ratio	
P.1	92.4 : 1	
P.2	108 : 1	
P.3	75.2 : 1	
P.4	44 : 1	
P.5	37.75: 1	(girls)
P.6	43.2 : 1	(girls)
P.7	60 : 1	
P.8	61.5 : 1	
P.9	37.9 : 1	(girls)
P.1o	63.5 : 1	
P.11	41 : 1	
P.12	14 : 1	(girls)
Enrollment:	Total 56 : 1	
Attendence:	Total 49 : 1	

b) Afghan schools

No.	Ratio	
A.1	60,5 : 1	
A.2	36.5 : 1	
A.3	34.7 : 1	
A.4	32.1 : 1	
A.5	33.3 : 1	(girls)
A.6	52 : 1	(girls)
A.7	45.8 : 1	
A.8	32 : 1	
A.9	35.7 : 1	(girls)
A.10	46.3 : 1	
A.11	77.7 : 1	
A.12	37.7 : 1	(girls)
	Total 42 : 1	
	Total 33 : 1	

The student/teacher ratio is lower in Afghan schools than in Pakistani schools, which is partially due to the higher number of teachers in an Afghan school (2 Afghans + 1 Pakistani) compared to a Pakistani school (2 Pakistani teachers). It is also due to the fact that Afghani schools have more classrooms or more space in the tents than it is the case in Pakistani schools.

The actual attendence of students and teachers reduced the rates considerably: by 7 students per Pakistani teacher and by 9 students per Afghan teachers.

If teachers attended classes regularly the ratio would be even better.

The number of students under the control of one teacher (usually in different grades and classrooms) varies between 108 and 14 in Pakistani schools and between 77.7 and 32 in Afghan schools.

Question 22: Inventory

In Pakistani schools all classrooms are equipped with blackboards, one chair and mats.
Only in one school not all classrooms have doors, in two schools not all windows have shutters.

Only two of the twelve schools have window panes in all classrooms, the others have window shutters.
In most of the schools (8) there is one desk per classroom.

In Afghan schools it was sometimes difficult to see if all the sections of tented schools had the specified facilities. In general it was difficult to make a strict distinction between the tent (= the school) and the sections (= classrooms) which were often divided only by a desk or a blackboard.
Considering these problems in collecting data, we can still generalize:

- most of the schools (10 of 12) have blackboards in all classrooms,
- with very few exceptions all classrooms have mats,
- most of the schools have a number of chairs and desks, but not for every classroom and not for every teacher,
- all claybuildings are equipped with doors, 6 of seven have window shutters.

The Afghan schools are equipped with more furniture and other facilities, but since these schools are generally bigger than Pakistani schools, the standard equipment in both can be considered as being comparable.

Question 23: Conditions of classrooms

Before reading any results of this question one should know the following facts (which were taken from questionnaire C):

Of Pakistani schools 17 % were founded 4 - 5 years ago, 33 % 8- 20 years ago and 50 % more than 20 years ago.
83 % of the schools are owned by the government, 17 % are in rented private houses.

Of Afghan schools 25 % were founded one year ago, 33 % were founded 2 - 3 years ago and 42 % 4 - 5 years ago.

The Pakistani brick buildings in general seemed to be in a better shape than the clay buildings and the tented Afghan schools.
In spite the fact that brickbuildings usually look strong, durable, solid and safe, a number of clay schools looked cleaner and well kept.
The findings concerning the conditions of classrooms are as follows:

INTRODUCTION

a) Background of the study

The project "Basic Education in Areas Affected by the Influx of Refugees, NWFP" is based on an agreement between the two governments of the Islamic Republic of Pakistan and the Federal Republic of Germany. On the German side GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit) is the executing agency and from the Pakistani side the Education Department, NWFP, is the executing partner.

The project will carry out activities in the following three main areas:

1. Development, production and dissemination of teaching materials (lesson units, modules, teaching aids, etc.) in the field of basic education;
2. conducting short-term courses for practising teachers or student-teachers in the primary education sector;
3. running non-formal courses for youths and adults.

The project was granted a 2 years experimental phase, which started on December 1st, 1984, when the two German educationists assumed work in Peshawar.
In this experimental phase the project is assigned to collect and analyse data on the existing educational activities in the Northwest Frontier Province, both for the Pakistani population and for Afghan refugees.

In this first phase the foundation should be layed for an intended continuation of the programme.
One of the programmes intended to collect information to have a sound basis for future project activities as a kind of stocktaking of the present situation in the project schools or what we called the "Needs Assessment Study of Project Schools".

This study will provide the project with the necessary background information for a sound judgement, so that we can recommend and execute appropriate activities related to our main programme areas.

Table 6: Conditions of classrooms

	good		fair		bad	
	P	A	P	A	P	A
wallpaint	2	1	6	2	4	4
floors	8	-	4	3	-	6
ceilings	7	1	4	4	1	2
window panes	2	-	1	-	1	-
window shutters	6	1	5	4	1	1
doors	7	3	4	4	1	1
ventilation	7	4	4	6	1	2
light conditions	7	3	3	5	2	3
cleanliness	4	3	5	7	3	1

Especially in the case of Afghan schools it seemed to be difficult to judge the condition of the classroom facilities. Several interviewers didn't fill their observations completely.
For the decision which emergency measures to start the last two columns are most important:
In 8 schools white-washing was needed. In 6 schools the floor should be smooth and improved. In 3 schools some of the ceilings need immediate repair. Doors and window shutters seem not to be a big problem (judgement of the interviewer, not of the school staff). In 5 schools light conditions need improvement and in 4 schools cleanliness must be improved.

Question 24: Condition of teaching material
Question 25: Visual aids displayed
Question 26: Teaching Kit
Question 28: Materials used

a) The blackboard is the standard equipment for all schools. In most of the schools it is in good working order, but in four schools blackboards are broken, besides single broken blackboards in otherwise well equipped schools.

b) Chalk is usually available, but in 4 Pakistani and in one school supply is neither regular nor sufficient.

c) (Blackboard) erasers were only existing and in reasonable working order in 50 % of the schools. This has an influence on the proper use of the blackboard. If the blackboard cannot be cleaned properly it is difficult for the students to recognize what has been written or drawn on the blackboard.
We heard that often teachers are using pupils' school caps instead of erasers to clean the blackboards.

d) The Teaching Kit (T.K.) was supplied only to Pakistani schools, but even there they were only available in 7 out of 12 schools. Two of these seven T.K. were not complete.
In four schools materials from the T.K. were displayed in the classrooms, at least in two cases only a few days before our (announced) visit.
The Guidebook of the T.K. was missing in one of the 7 schools who owned a T.K.

e) In some schools materials were used for teaching purpose which did not come from the T.K. These materials were:

Table 7: Teaching materials in schools (other than T.K.)

	exist. Pak. schools	exist. Afghan schools
posters/ charts	8	2
maps	8	5
prints	6	1
drawings	6	2

Obviously in Pakistani schools there was more teaching material available than in Afghan schools which is easy to explain:

- Pakistani schools are usually in existance for a longer time. To collect teaching materials takes time.
- Afghan refugee teacher have access to less institutions or persons who could provide additional teaching material.
- In Afghan schools it is difficult to display this material. This is specially true for tent schools, but applies to schools with uneven clay walls, too.
- In Pakistani schools there are more trained teachers who were somehow informed about production and use of teaching materials, while the majority of the Afghan teachers are untrained.

In general it can be stated, that there are only few schools and teachers who obviously use teaching materials. Only in six schools we found some selfproduced material and in two schools pictures/ maps were painted on the wall.
Only blackboard, chalk and textbooks are regularly used as teaching materials. It can be firmly stated that the Teaching Kit has not reached all Pakistani schools (7 out of 12 project schools) and that, if it is existing, the teachers don't use it. On average only 2 of the 7 schools with T.K. were using (displaying) the material.

Question 27: Students' learning material

In 11 out of 12 Pakistani schools there were sufficient textbooks, slates (wooden boards to write on), slaties (pens to write on the slates) and pens/pencils. Exercise books were insufficient in 3 Pakistani schools.

This is a rather satisfying result. It shows that those parents who send their children to school are willing to meet these expenses: all the material mentioned above must be paid by the students/parents. In some cases of economic problems the school in someway supports the students in need by utilizing a special fund.

In Afghan schools the situation was not so satisfactory. For Afghan schools the materials are centrally donated and distributed by the Education Cell. According to the statements made during the interview there was insufficient supply of

- textbooks in 7 schools (out of 12 schools)
- slates in 6 schools "
- slaties in 4 schools "
- exercise books in 9 schools "
- pens/pencils in 6 schools "

Even if we assume possible misunderstandings during the interviews we must state that the situation of Afghan schools in terms of students' learning material is very much unsatisfactory especially if one compares the results of Afghan schools (free supply) with Pakistani schools (students must purchase materials). We cannot generalize the situation from the findings of this small school sample, but we have to see that at least the project schools will get these materials regularly from the Education Cell.

Question 29: Surroundings of schools

Only one of the Pakistani and one of the Afghan schools have something which could be considered as a school garden.
Nine of the Pakistani and 3 of the Afghan schools have planted trees. It is evident that the older, better established Pakistani schools had more time and better facilities to plant trees.
In terms of playground the Afghan schools are better off: six of them have a place which could be used as playground, but only two Pakistani schools have. Reason for that is most likely the fact, that land for Pakistani schools must be donated by private owners, while refugee camps (including empty areas which are used as playground) are considered as being government property.
Afghan schools are more often surrounded by barren land (6 out of 12) than Pakistani schools (3 out of 12).
Since refugee camps were established on usually infertile land, there are only two Afghan schools surrounded by fields, but six of the Pakistani schools are. Houses are found in the neighbourhood of 8 Pakistani as well as of 8 Afghan schools.
The surroundings are important for the functioning of the school. Neighbouring houses often mean neighbouring streets, which bring traffic and traffic hazards to the children.
In some cases the construction of boundary walls is strongly recommended, e.g. in the case of the camp school in Barakai which lies adjacent to a cemetery or in Dagbaisood, where heavy traffic is posing problems to the children.
The fact that few Afghan schools have planted trees (which is mainly due to lack of water) could be taken as a reason to discuss a tree planting programme for schools and camp communities.

Question 30: Walking distance to schools

The distance from camp/village to school seems to be no problem. In 23 schools the walking distance was given being less than 30 minutes, only one school reported 30-45 minutes. Although it is not a general problem, it is a problem for the girls' school in Sikandari, where parents don't send their daughters to school because it is too far away from the village.

Since the camps are more densely populated than Pakistani villages, the distance to the next primary school is also less than 30 minutes in 7

of 12 cases. This makes it easy for the project to cooperate with other schools without additional transport problems.
In the case of Pakistani villages the next primary schools are further away.

In the case ofAfghan schools often there were no middle schools or high schools in walking distance, but also for Pakistani pupils the walking distance between their homes and the next middle or high schools is often more than one hour. This will definitely have an influence on the willingness of graduates to continue their education on a higher level.

QUESTIONNAIRE "B" (Teachers): Analysis

RATIONALE

This questionnaire was formulated in order to find out about the personal and professional background of both the Pakistani and the Afghan teachers. It was also used to learn about their mostimportant needs related to their teaching, which range from the request for teaching aids to self-felt training needs.
The questionnaire included also questions asking for the teachers' actual understanding of teaching.

The results gained from their answers will be used for making decisions concerning the

- topics of training courses
- duration of training courses
- target groups of different courses
- levels of training courses

The report covers the following areas:

1. the respondents = the teachers
2. the teaching situation in school
3. the training needs for teachers and headmasters
4. the need for teaching aids
5. recommendations

1. The Respondents

a) Number of teachers

The sample consists of 83 teachers. 51 of them are Pakistani, and 32 are Afghans.
Since there is one Pakistani teacher in every refugee school only 39 of the 51 Pakistani teachers are working in Pakistani schools (51 - 12 Pakistani teachers) and 44 teachers are working in refugee schools (32 Afghans plus 12 Pakistani teachers).

The detailed figures are:

Table 1

29	Afghan teachers (male) in Afghan schools
3	Afghan teachers (female) in Afghan schools
3	Pakistani teachers (female) in Afghan schools
21	Pakistani teachers (male) in Pakistani schools
18	Pakistani teachers (female) in Pakistani schools
9	Pakistani teachers (male) in Afghan schools
83	total

b) Age of teachers

In both groups of male teachers (Afghan and Pakistani) roughly half of the teachers are between 20 and 29 years old, i.e. 52 % of the Afghan teachers and 47 % of the Pakistani teachers.

In the age group between 30 and 39 years the distribution is again very similar, 38 % of the Afghan teachers and 40 % of the Pakistani teachers belong to this group. The greatest difference being that there are more Pakistani teachers between 30 and 34 years and more Afghan teachers between 35 and 39 years old.

The age of the female teachers is rather evenly distributed between 20 - 44 years with slightly more cases in the age between 20 and 29.

c) Years of schooling

Table 2 Years of schooling

	up to 10th grade		up to 12th grade		more	
Pakistani teachers	No. 30	59 %	No. 17	33 %	No. 4	8 %
Afghan teachers	3	10 %	18	56 %	11	34 %

There is a great difference in the duration of schooling between the Afghan and the Pakistani teachers. 90 % of the Afghan teachers have been to school for more than 10 years, while the respective figure for the Pakistani teachers is roughly 40 %.

d) Professional background

Table 3.1 Professional background of Pakistani teachers

(Multiple answers possible, but if PTC achieved, Matric was not recorded, since it is the prerequisite for PTC)

	No. of teachers			% of teachers		
	female	male	total	female	male	total
Matric (10 th grade)	8	11	19	38	37	37
PTC	11	17	28	52	57	55
C.E.	-	-	-	0	0	0
B.Ed.	2	-	2	10	0	4
M.Ed.	-	-	-	0	0	0
others (Faculty of Arts, Seniour Vernacular etc.)	1	6	7	5	20	14

There were 21 female and 30 male Pakistani teachers, total 51 teachers. Percentage rates for females are related to 21 female teachers, for males to 30 male teachers. Total percentages are based on 51 teachers.

About 40 % of Pakistani teachers are untrained as teachers, even if some of them might have some other training in education (like "Senior Vernacular"). 55 % of all teachers have completed the PTC course (one year training).
The difference between male and female teachers is marginal (57 % male against 52 % female), considering that 10 % of the female teacher have an academic qualification (B.Ed.).

Comparing Pakistani teachers in Pakistani schools with those Pakistani teachers teaching in Afghan schools one finds that 61 % of the teachers in Pakistani schools are trained, but only 33 % of the Pakistani teachers in Afghan schools. With the shortage of trained teachers the Pakistani government probably could not afford to second more PTC-teachers.

Table 3.2: Professional background of Afghan teachers

	number of teachers	%
12th grade	16	50
2 years TTC	6	19
other (Madrassah, Military School, University, other subjects	10	31

Compared to Pakistani teachers only few (19 %) of the Afghan teachers have got a full professional training.

e) Years of teaching experience

Table 3.3 Teaching experience of Pakistani teachers

no. of years	up to 1	up to 2	- 3	- 4	- 5	- 6	- 7	more than 7
% of teachers	21	10	16	13	6	4	2	28

Table 3.4 Teaching experience of Afghan teachers

no. of years	- 1	- 2	- 3	- 4	- 5	- 6	- 7	more than 7
% of teachers	19	10	26	6	10	-	3	26

Table 3.4 gives the total teaching experience of Afghan teachers in Pakistan and Afghanistan. Out of these total years of teaching experience 6 % had taught in Afghanistan up to one year, 6 % up to 2 years, 3 % up to 3 years, 3 % up to 5 years and 22 % more than seven years. This means that about 60 % of all Afghans teaching in the project schools started their career as teachers in Pakistan without any training and/or practice.

If one compares the teaching experience of Pakistani and Afghan teachers one will find rather similar pictures: 71 % of the Afghan teachers have teaching experience between one and five years and 66 % of the Pakistani teachers have the same range of experience. 29 % of the Afghan teachers can be considered as very experienced (6 and more years of teaching) and 34 % of the Pakistani teachers.

Summarizing the educational and professional background of the teachers in the project schools one can say:

The general education (= years of schooling) of Afghani teachers is longer than that of Pakistani teachers. The professional training of Pakistani teachers is longer than that of Afghani teachers, but if Afghani teachers are trained, then they have received a two-years-training course, compared to 1 year PTC. In terms of experience both groups are rather similar with a slight advantage on the Pakistani side.

Most of the Afghani teachers have gained their teaching experience in refugee schools in Pakistan.

f) Subject Specialization

The question for subject specialization was asked in a broader sense: not only formal qualifications should be listed, but also types of "specialization by experience" and "specialization by preference" were accepted.

We found out that most of the teachers were not specialized in any school subject or didn't feel any preference for a special subject. This applies to 47 % of the Afghan teachers and even 63 % of the Pakistani teachers.

Of those who were or felt specialized most of them named Islamiyat as their special subject (64 % of the Afghan and 32 % of the Pakistani teachers). From the total sample of 83 teachers only 4 were specialized in Pashto

(also 4 in Urdu) and 2 in Mathematics.

For the project this fact has practical implications: specialization in a certain subject cannot be a criteria for selecting participants for training courses. The project will work mainly in the areas of Mathematics and Pashto; it is one objective of the project to create special knowledge in these subjects, but it cannot build its programmes on the assumption that there are specially qualified, experienced or interested teachers who whould be trained in areas related to their special subjects.

g) Teaching experience in other schools

Table 3.5

no. of other schools	Pakistani teachers	Afghan teachers
one	27	16
two	16	13
three	10	3
four	7	6
more than four	7	3
no other school	33	59

67 % of the Pakistani teacher have already taught in other schools, which is partially due to the fact that most of them have several years of teaching experience, but it is also an indication for the fact that Pakistani teachers often have transport problems between their homes and their school, so that they often apply for a transfer. If they are not transferred on their own request they might be shifted to another school because somebody else wants to take their place. It is also a habit of the government to transfer teachers to remote places as a kind of discipline measure. After some years this teacher must get a better place and the rotation starts again.

In the case of Afghan teachers the number who have already experienced transfers is less. 59 % have been in no other school and 29 % have been only in one or two other schools. This might be due to the fact that refugees are distributed into the camps and usually don't get a chance to move to other camps.

Those who were transferred gave the following reasons:

b) Method of the study

The survey could be started after the 24 project schools had been selected in the three districts of Peshawar, Mardan and Kohat, 12 of them in Afghan camps and 12 in Pakistani villages nearby.

After this had been achieved in February 1985, Dr. Gisela Frommer, an educational expert and advisor to GTZ, worked with the project for three weeks in March 1985 in order to prepare the survey.

In collaboration with project staff members she designed three questionnaires:

- "Checklist A" : to collect data on the infrastructure of the project schools,
- "Questionnaire B" : to collect data from the teachers about their background, their opinions, their skills and their expectations,
- "Questionnaire C" : to collect data from headmasters.

The intention was to collect enough information to decide on

- physical improvements in the project schools,
- future production and dissemination of appropriate teaching material,
- future training activities for teachers.

(The area of non-formal educaiton was - for the time being - left out and postponed for a later time. This area is too complex to be treated as a secondary task, on the other hand a combination of two complete surveys would have extended the exercise out of proportion. Based on the findings of this survey and using the now existing links with the camps and villages the project will start to study the situation of non-formal education programmes to start its own activities).

During her first stay Dr. Frommer trained the project staff involved and three additional part-time employees on how to use the survey instruments. Interviews were trained and practiced as "role plays". The questionnaires were not translated, in order not to fixate the interviewers on one narrow formulation, which would be most likely read to the interview partners. The questionnaires should be seen as a basis for a conversation, rather than a question-answer-exercise.

Table 3.6 Reasons for transfer

reason	Pakistani teachers	Afghan teachers
own request	66 %	8 %
administrative	29 %	8 %
refuge	-	84 %
others	5 %	-

In the case of Afghan teachers the reason is obvious, in the case of Pakistani teachers the passively experienced transfer (29 %) is almost half as frequent as the actively initiated transfer (66 %).
The majority of the Pakistani teachers have worked at their present school for less than four years (68 %), the majority of the Afghan teachers for 2 - 4 years (75 %).

h) Location of the home of the teachers

84 % of the Pakistani teachers live either in the village (51 %) or in the same Tehsil. 65 % of the Afghan teachers live in the same camp and 12 % in the same Tehsil.
12 of the 21 female Pakistani teachers live in the school communities, 4 in the Tehsil (2 - 5 miles away) and 5 in the district,within a distance of 7 to 30 miles from the school. One travels for 3 hours in one direction. In case of the Afghan female teachers all live outside the camp and they have to cover a distance from home to school which takes them between 30 min. and one hour one way.

Nevertheless 21 % of the Pakistani teachers and 12.5 % of the Afghan teacher have to cover a distance of more than one hour to reach their school.
21 % of the Afghans have to use public transport and so do 25 % of the Pakistanis.

This might be one reason for irregular attendance in school, as at least 28 % of the Afghans and 52 % of the Pakistanis mention difficulties (costs, scarceness, seasonal difficulties of transport).

Especially the female teachers are suffering from transport problems. Because of traditional reasons they cannot live alone, i.e. they cannot rent a flat or a house near the school, but they have to stay with their families (either with husband or with her parents).

Often the teachers have to take several buses and usually they have to walk from their homes to the bus and from the last bus to the school. As persons who want to be respected, they must go veiled/or must be always ready to veil themselves when a man is in sight. This is a physical burden, especially in the hot months of summer. Buses are often crowded and women don't like/are not supposed to sit beside men, which can cause further trouble.
As persons who are, because of traditional habits, used to staying at home, walking longer distances is more tedious for them than for men.
In addition to the inconveniences mentioned travelling to schools is causing expenses and some of the teachers spend a considerable share of their salaries for transport, which is usually not totally covered by the conveyance allowance paid by the government.

2. TEACHING SITUATION

a) Language skills of the teachers

80 % of the Pakistani teachers and 93 % of the Afghan teachers speak Pashto as their mother tongue. Other mother tongues are Hindko (16 %) and Urdu (4 %) in case of the Pakistani teachers and Farsi (7 %) in case of the Afghan teachers.

Besides their mother tongue some of the Pakistani teachers speak the following languages:

Table 4.1 (multiple answers)

Language	%
Urdu	94
Pashto	20
Hindko	20
Farsi	16
English	64
Arabic	11

Whereas the Afghan teachers mention also the knowledge of:

Table 4.2

Language	%	
Urdu	3	
Pashto	7	
Farsi	90	
English	13	
Others	28	(Arabic, German ...)

This means that all teachers in our project schools speak Pashto (Pakistani: mother tongue 80 %, as second language 20 %; Afghan: mother tongue 93 %, as second language 7 %). This justifies our decision to use Pashto as the language of teaching material and for training courses. In the case of knowledge in languages other than the mother tongue one has to be careful: often teachers have attended a training course and/or have passed an examination without being able to speak or to understand the language. The high figure of 64 % Pakistani teachers who speak English is absolutely misleading. In very few schools it is possible to conduct a rudimentary conversation in English. Often the teachers know only what is called "The English Alphabet", which is often taught in grade 5 and which consists of keywords for the letters of the English language, using the Latin script.

b) Language of the students

According to the teachers the mother tongue of the students in Pakistani schools are

Pashto	98 %
Urdu	1 %
Hindko	1 %

and in Afghan schools (multiple answers)

Pashto	100 % and also
Farsi	18 % and
others	3 %.

Afghan pupils often come from bilingual societies, where usually Pashto and Farsi are both considered as mother tongue.
These figures reveal that the decision of the Provincial Government to adopt Pashto as language of instruction was absolutely justified. It also means that the project can produce Pashto materials, which are understood by both target groups, although we have already experienced a number of differences between the Afghan Pashto and the Pashto of the NWFP.

c) Language of teaching

Although Pashto is the language of 98 % of the Pakistani students and also of 80 % of the Pakistani teachers, medium of instruction is Urdu in 45 % of the classes in Pakistani schools. This is partially due to the fact that the government doesn't want to force communities with mixed languages

into one language again, after the schools had been pushed into Urdu before. This high percentage of Urdu as medium of instruction might have three other reasons:

1. at the time of the interviews the new school year had just begun, so that it is possible that not all of the schools had been informed about the change in language,
2. textbooks in Pashto have been produced only for grade 1 so far. Pashto textbooks for higher grades are coming up,
3. officials on medium level seemed to be reluctant in some cases to switch from Urdu to Pashto, because they value Urdu highly as the national language and they see the children deprived of possible job opportunities if they don't speak Urdu well.
   Therefore some of the senior staff on the higher level would opt for Urdu, while teachers for their actual class work would prefer Pashto.

When asked if the teaching language is understood when teaching Pashto speaking children in Urdu, Pakistani teachers replied:

Table 4.3 Problems with language of instruction when different from mother tongue

Judgement	%
easily understood	9
difficult only in the beginning	17
some efforts necessary	65
big problems	9

This means that 26 % of the teachers don't see the difference in language as a problem, but that 74 % experience difficulties.

In case of the Afghan schools, where 93 % of the Afghan teachers speak Pashto as mother tongue all teaching is done in Pashto, by the Afghan teachers as well as by the Pakistani teachers.

As the language of teaching and the mother tongue is the same for most of the Afghan students, only 1 teacher mentions difficultues at the beginning.

d) Workload of teachers

Table 4.4 Number of different grades taught by one teacher

No. of grades	Pakistani teachers	Afghan teachers
one grade	31 %	13 %
two grades	24 %	6 %
three grades	27 %	13 %
more than three	18 %	68 %

According to the answers given in the interviews there are great differences between Pakistani and Afghan schools. While 55 % of the Pakistani teachers teach only in one or two grades, 68 % of the Afghan teachers claim to teach 4 or more different grades. These figures must be counterchecked. If they prove to be true, advice should be given to the Education Cell that teachers should not split their teaching time over too many different grades. Grades 1 and 2 need different teaching methods than grades 4 and 5. Teachers should be a bit more guided so that they, after some time, become specialized in teaching a certain age group.

The size of classes/groups taught by teachers ranges from 4 to more than 100. Teachers are teaching the following group sizes: (multiple answers frequent, since teachers teach more than one group).

Table 4.5 Group sizes

Size of group	Pakistani schools % of teachers teaching that group size	Afghan schools % of teachers teaching that group size
100 and more	15 %	2 %
99 to 90	-	-
89 to 80	8 %	2 %
79 to 70	6 %	-
69 to 60	-	20 %
59 to 50	23 %	7 %
49 to 40	8 %	80 %
39 to 30	27 %	34 %
29 to 20	38 %	86 %
19 to 10	33 %	54 %
9 to 0	18 %	-

The higher figures in case of Afghan teachers correspond with the fact that Afghan teachers teach more different grades than Pakistani teachers. Pakistani teachers stay longer in the same class so that they are reporting a smaller number of groups they teach.

The table shows that in Pakistani schools there are more extremes: teachers have more groups above 100 pupils and below 10 than their colleagues in Afghan schools. The majority of Pakistani classes has between 10 and 39 pupils while the most common group size in Afghan schools is between 10 and 49 .(details see table).
The higher student-teacher ratio in Pakistani schools derives from the high number of groups with more than 100 pupils (and more groups between 89 and 70) compared to Afghan schools. 45 % of Pakistani teachers teach only boys, 41 % only girls, 4 % boys and girls. 68 % of the Afghan teachers teach only boys, 22 % only girls and 10 % boys and girls.

Originally we had intended to record how many lessons per week teachers are teaching in one subject. During the survey we found out that many teachers have no clear cut idea of lessons: they often don't know how many lessons per week they teach in a certain subject and often they don't know the duration of a lesson. Estimates ranged from 30 to 45 min. but we were also told about 20 minutes lessons.
Because of this lack of standardization we don't want to comment on the time which is devoted to certain subjects, but only to the number of subjects which are taught by the teachers.

Table 4.6 Subjects taught by teachers (multiple answers)

Subject	Pakistani teachers	Afghan teachers
Islamiyat	90.2 %	81.3 %
Pashto	86.3 %	59.4 %
Urdu	86.3 %	-
Mathematics	82.4 %	68.8 %
Science	70.6 %	12.5 %
Social Studies	60.8 %	18.8 %
English	19.6 %	6.3 %
Physical Education	25.5 %	3.1 %
Arts	11.8 %	37.5 %
others	5.9 %	15.6 %

As an average the Pakistani teachers are teaching 5.4 different subjects and the Afghan teachers 3.0 different subjects per week. This reflects the different curricula, which are more diversified for Pakistani schools than for Afghan schools.
While in Pakistani schools the majority of the teachers teach Islamiyat, Pashto, Urdu, Mathematics, Science and Social Studies, the majority of the Afghan teachers are teaching only Islamiyat, Pashto and Mathematics. Amazing is the rather high percentage of 37.5 % of Afghans who are teaching Arts, which includes Calligraphy and Drawing.
Seeing the absolute figures of Afghans teaching Science (4), Social Studies (6), English (2) and Physical Education (1) in 12 Afghan project schools one can state, that these subjects don't belong to the practical curriculum of Afghan schools. In other words teaching in Afghan schools is practically limited to language, mathematics and Islamiyat. The formerly compulsory subject of Urdu is slowly diminishing.

Seen from the teachers' point of view, Pakistani teachers are teaching more different subjects and Afghan teachers are teaching more different classes in a smaller number of subjects.

3. STUDENTS - AWARENESS OF THE TEACHERS IN REGARD TO THEIR STUDENTS' SITUATION

a) Attendance

53 % of the Afghan teachers claim, that 90 % and more of their students are present in school every day
34 % claim 80 - 90 % present
6 % claim 70 - 80 % present
3 % claim 60 - 70 % present and
3 % claim less than 50 % present.

According to the Pakistani teachers
47 % claim that more than 90 % are present
39 % claim that 80 - 90 % are present
2 % claim that 70 - 80 % are present and
2 % claim that 60 - 70 % are present.

Comparing these assumptions with the actual attendence of students on the day of the interview (Pakistani average 81 %, Afghan average 71 %) one must state that the teachers are too optimistic and that they have an unrealistic view of their school situation.

Although the teachers are aware of irregular attendence of their students and although 78 % of the Afghan teachers and 84 % of the Pakistani teachers say that they have seen parents of students who don't attend school regularly, the cases admitted were still too few.

Reasons for these wrong assumptions could be:

- intention to give a good impression during the inverview
- no or irregular recording of pupils' attendence
- lack of knowledge or willingness to analyse the figures recorded (it is not sure that all teachers understood the term "percentage" completely).

Asked for reasons for students' absenteeism as given by the parents the teachers mentioned:

Table 5.1 Reasons for absenteeism of students as given by parents

Reason	% of parents as reported by Pakistani teachers	% of parents as reported by Afghan teachers
illness	54.9	37.5
laziness	2.0	6.3
needed at home	56.9	68.8
visits to other places	13.7	9.4
family affairs	27.5	28.1
other reasons	19.6	28.1

(other reasons were e.g.: "parents uninterested", "to receive food rations", "bad climate", "poverty", "school is not so useful", "boy has to work to earn some money", "we send them, but they don't go to school", "what is the use of education?", "education has brought the present catastrophe over Afghanistan", "lack of interest", "mother sick", "treatment from teachers").

Studying this list of reasons reveals the actual situation of students and parents; it shows the value of education in a life which is influenced and guided by traditions and the struggle of economic survival.

69 % of the teachers agree with the reasons given, but some add other reasons, like

- traditional reasons
- financial reasons
- low social status of the family
- apathy of parents

30 % of the teachers report that there are students who are present only a part of the school day.

As reason for that phenomenon they mention:

Table 5.2 Reasons for partial absence (multiple answers)

Reasons	%
school has no boundary wall	8
students are hungry	57
students are thirsty	8
teacher is careless	8
others	46

(other reasons include: "habit of children to run away", "escaping from punishment, when they are unprepared", "tired", "want to play", "want to relax", "needed at home", "school overcrowded", "to take ration", "illness").

Asked if there are reasons particular to the school of the respondent, only 19 % agree and mention irregularity in provision of the rations, long distance from homes to school, traditional rivalry etc.

In all cases the teachers mention only external hindrances. No one regards the school situation or the teaching methods,e.g. the way the discipline is kept in school, the absenteeism of teachers etc. as an obstacle, too. Consequently the teachers must think that they cannot improve the situation in terms of students' absenteeism, that they are only victims of external, unfortunate conditions.
Some of the reasons mentioned under "other reasons" are more realistic, e.g. "to escape punishment", "treatment by teacher" etc.
The parents in fact have also unrealistic views: we cannot imagine that only 2 % resp. 6.3 % of pupils are absent because of laziness. The parents don't like to admit this negative situation in the same way as the teaches do not like to admit their failures.

b) Dropouts

Although there had been some misunderstanding in the definition of the term dropout on the side of the interviewers, the majority of the teachers seem to be aware of the phenomenon, as according to their estimates there is a clear tendency in the dropout figures of the schools.

According to the teachers the biggest dropout takes place in the third and fourth grade.
47 % of all teachers claim that they have seen parents of those students who dropped out from school, but only in few cases.

Asked for the reasons the parents gave for dropout, the teachers remember:

Table 5.3 Reasons for dropping out of school as given by parents

Reasons	% Pakistani parents	Afghan parents	all parents
illness	15.8	-	8.7
laziness	2.6	6.5	4.3
needed at home	21	22.5	21.8
distance to school	2.6	12.9	7.3
financial reasons	10.5	16.1	13.0
traditional reasons	10.6	9.7	10.1
any other	36.8	32.3	34.8

(other reasons mentioned were e.g: "family moved somewhere else", "other school is nearer", "in Pakistani school somebody is removed from school, if he is not attending for more than 6 days", "parents and pupils not interested in school", "my son is not interested in school", "school is not useful to maintain material life", "no chance for continous education", "parents are uneducated", "student died", "parents are doubtful about the fate of their children", "due to school inefficiency", "parents have no interest in education" ...)

The most frequently given answer as "any other reason" was "family moved away" which should have been included in the answers offered explicitely. The other reasons are a reflection of reality which could have hardly been better anticipated following a theoretical, academic approach. Generally the teachers agree with the explanations of the parents, but some add, that the parents don't encourage their children enough.

Again here the awareness of the teachers towards the reasons for dropout is generally blamed on external problems but not on internal reasons of the school system such as attractiveness of schools etc.

When asked about the function of schooling, the parents gave the following answers:

Table 5.4 Function of schooling (multiple answers)

Function of schooling	% Pakistani teachers	Afghan teachers
personal development	70	59
need of society	51	50
basis for future learning/profession	37	16
to receive a good muslim education	49	50
to learn about home country	47	41

After all the questionnaires had been exercised several time in role plays, always in Pashto, the team went out to two schools to practise the interviews with teachers and under conditions comparable to those we would meet later on in our project schools.
The interviewers experienced difficulties with some questions. Therefore some of the questions were changed and simplified.

It must be stated that none of the local team members had any experience with similar surveys. They had different educational backgrounds and different experiences, but none of them had ever done a similar job. It was not possible to find candidates who were more experienced in this field. Therefore we were expecting some problems, misunderstandings, wrong ways of recording etc. during the survey, especially since also the period of training the interviewers was rather short (total time of training and practicing was less than two weeks). A sound study, meeting academic standards, was not possible without multiplying the efforts. It had to be doubted that a study with heavily increased inputs would bring much more, precise, reliable or usable results. Therefore the whole exercise was a compromise between the ideal of scientific research and the prevailing conditions and interview partners who have no comprehension of scientific nor academic procedures.
After the training was completed, three teams were formed to interview the teachers and headmasters. Some of the work had to be done outside Peshawar, which needed some time and effort.
In some of the schools some teachers were absent, so the teams had to return to the school, in some cases several times.
In between the field trips the teams returned to the office, translated some of the answers and filled out the questionnaires in the appropriate way, using the information which was often collected in a kind of open discussion. They also formulated a kind of "School Profile" which was to be used for decisions concerning physical improvements in schools.

The data collection took place mainly in April 1985 and was completed by the beginning of May 1985. Then the data were compiled in the "Compilation Charts" prepared during Dr. Frommers' stay. First analyses were formulated, but the thorough analysis was started after Dr. Frommer had arrived for her second stay, this time only for about 10 days.

Most of the answers sound quite stereotype and are mostly contradictory to the teaching methods practiced by the teachers. The kind of rote verbalizing, the strict discipline kept, the method to stimulate answers in a chorus etc, are definitely not helping the child in its personal development, but this aspect had the highest pirority for Pakistani and Afghan teachers. Both groups gave "need of society" and "to receive a good muslim education" similar importance. The main difference in opinion showed in the case of "basis for future learning/profession". For Afghan teachers this function of schooling is much less important than for Pakistani teachers. This view might have its roots in the fact, that refugees in general are worried and pessimistic about their future, hence also about schools and education.

c) Enrolment rate

It is well known that in the NWFP the enrolment rate is rather low, for boys and much more for girls. This is even more true for the children of the Afghan refugees, where some teachers from the Afghan camp schools pointed out that certain religious people of influence fight against formal education for boys and especially against any kind of female education.

Teachers in Pakistani schools were relatively more optimistic than Afghan teachers. The majority of the teachers who answered believed that more than 50 % of the children of school going age were actually enrolled in school. This was also the case of teachers at Pakistani girls' schools, teachers at Afghani girls' schools estimated a much lower rate, going even down to estimates below 10 %.
The latter estimates are more realistic, but the almost 50 % of Pakistani teachers who believed in enrollment rates between 71 and 100 % are definitely too high according to general statistics, even if we don't know precise figures for the communities around our project schools.

About 41 % of the Pakistani teachers and about 78 % of the Afghan teachers say that they have seen parents who are not sending their children to school. Most of them claim that they have seen more than 5 parents. The excuses of the parents were, according to the teachers:

Table 5.5 Reasons for parents for not sending children to school

(multiple answers)

reasons of parents	Pakistani teachers %	Afghan teachers %
financial	33.3	18.7
traditional	9.5	8.3
needed at home	16.7	25.0
school of no use	16.7	25.0
parents apathy	14.3	10.4
low social status of the family	-	2.1
school too far	2.4	-
any other	7.1	10.4

It is evident that Pakistani children can be involved in more income generating activities than the children in Afghan refugee camps, where the families are on one hand subsidized by the government (= less need) on the other hand children have less chances to earn some income.
It is astonishing that teachers report that Afghan parents need their children more at home than Pakistani parents, who have regular problems with tending animals, doing field work, work created through relatives within their extended families etc.

Again, all excuses quoted refer to external reasons.
Although 25 % of the teachers in Pakistani schools and 65 % of teachers in Afghan schools don't fully agree with the arguments as given by the parents, they only enforce the statements related to external reasons by stressing that the parents themselves are not interested in schooling etc.

d) Repetition of classes

In the Pakistani as well as in the Afghan school system examinations play an important role. The results from different examinations are counted as a judgement on the quality of the respective school.
On the other hand many students have to repeat classes every year, a fact which leads to frustration, dropout and results in an enormous wastage of resources.

When the teachers were asked, how many students must repeat classes every year, they gave the following estimates:

Table 5.6 Estimated repeaters

% of repeaters	Pakistani teachers % (n = 47)	Afghan teachers % (n = 29)
0 - 4	17.0	13.8
5 - 9	31.9	13.8
10 - 14	19.1	31.0
15 - 19	10.6	-
more	23.4	41.4

Although these figures reflect only the personal estimates of the teachers, they are indicating that class repetition is rather common and somehow accepted as a part of the system.

It must be noted that the estimated repetitions are much higher in Afghan than in Pakistani schools.

Asked about their personal views, why so many pupils had to repeat classes, the teachers gave the following reasons:

Table 5.7 Reasons for repeating classes (multiple answers)

reasons for repetition	Pakistani teachers %	Afghan teachers %
curriculum	1.9	3.1
lack of teacher training	7.8	-
lack of physical facilities	3.9	3.1
no study facilities at home	29.4	56.3
illness	15.7	3.1
laziness	31.4	31.2
irregular attendence	54.9	59.4
parents' apathy	19.6	15.6
other reasons	7.8	6.2
don't know	-	3.1

Highest rank in the eyes of the teachers of Pakistani as well as of the Afghan children has the fact that students are absent from school very often. Although this had been an open question, none of the teachers mentioned the fact that the teachers themselves are teaching very irregularly, that the classes are overcrowded and the teachers are therefore unable to take care of the individual progress of a child etc.

The first three reasons, which are related to the school system were hardly mentioned. In absolute figures 2 teachers mentioned the curriculum as possible reason, none of the Afghan teachers, whose vast majority

is untrained, mentioned "lack of teacher training" as possible reason for repetitions. Altogether 3 teachers gave "lack of physical facilities" as reason: all the others were obviously content with the physical facilities of the schools.

It is interesting that the teachers mentioned "laziness" as a frequent reason for school failures, while this reason was hardly mentioned by parents.

Since the teachers didn't see reasons for school failures inside the school or the school system, the following question gains more importance. The question asked the teachers for possible improvements, including internal measures.

e) Possible measures for improvement

Six different measures were offered to the teachers and they firstly had to decide whether these measure could decrease the repetition rate of students or not and secondly they had to bring them into the order of priorities, according to their own judgement.

The results were as following:

Table 6.1 Measures for improvement

measures	accept.by Pak.teach. (n=49) %	rank	priority score	accept.by. Afgh.teach. (n=31) %	rank	priority score
1. improvement of teaching contents	22.4	(5)	34	58.1	(5)	74
2. improvement of textbooks	18.4	(6)	27	64.5	(4)	73
3. improvement of teacher training	53.1	(3)	120	83.9	(3)	116
4. change of teaching language	20.4	(4)	38	0.0	(6)	0
5. creating study facilities at home	87.8	(2)	213	93.5	(2)	119
6. increasing of parents interest	93.9	(1)	242	96.8	(1)	142

Except for measure 4. which applies only to Pakistani students, the Afghan teachers seem to be more open to all kinds of measures than Pakistani teachers.

If one analyses the priority scores (first place = 6 points, second place 5 points etc) one finds that the priority scores differ very much in case of Pakistani teachers and that they are very similar in the case of Afghan

teachers. To term it in a negative way: the Afghan teachers agree with more or less any measure and hope it will work, while the Pakistani teachers discriminate more between highly promising measures (1,2,3) and not so useful activities (4,5,6).
For both groups it is astonishing that they didn't see "lack of teacher training" as a reason for class repetitions, but that 53.1 % of the Pakistani and 83.9 % of the Afghan teachers suggested teacher training as a measure for improvement.

Leaving aside "change of the language of teaching", both groups of teachers give rather similar lists of priorities.
Highest ranks hold again external improvements, followed by the more general statement "improvement of teacher training". Lowest rank holds "improvement of teaching contents". According to some of the interviewers, it was very difficult for the teachers to distinguish between "textbooks" and "teaching contents" as for most of them there is no difference to be made.

The following questions (42 - 44) were foreseen to be directed to those who had agreed with the need and use of the measures 1 - 3 (improvement of teaching contents, of textbooks and teacher training). As the interviewers were doing this type of job for the first time and were not experienced at all, they didn't always handle these questions as open questions, but offered the respondents a choice of categories. Therefore the following results should be handled carefully and should not be emphasized too much.

Concerning the "teaching contents" the following measures were agreed by the teachers:

- change of time table (3)
- teaching content should be more environment oriented (5)
- the language level should be according to the age of the students (6)
- the topic should be in accordance with the age of the students (7)
- teaching content should aim at the Afghan background of the students (10 Afghan teachers).

In case of measures to improve the textbooks, the following ones were mentioned by the teachers:

Table 6.2 Improvements of textbooks

	Pakistani teachers	Afghan teachers
- provision of teacher's guides	3	2
- adaption to language level	1	5
- environment orientation	-	3
- adaption to age level	-	8
- more details	2	5
- more exercises	2	3
- more precise descriptions	-	1
- any other:- Afghan Pashto instead of Urdu or Pakistani Pashto) stories more related to Afghan life)	-	10

While in the areas of "teaching content" and "teacher training" answers from Pakistani and Afghan teachers were rather similar, they differed very much in the area of "improvement of textbooks". Afghan teachers suggested much more improvements. Up to a certain extent it is due to the fact that Afghan pupils are taught with books which were produced in an emergency programme. Most of them have been written by one or two persons, partially copied from other sources. This was justified in a situation which called for immediate action, but it did not bring about products which are effective and suitable for Afghan children.

The textbooks also don't reflect the situation of the refugees and they are not at all related to Afghanistan. That's why 10 Afghan teachers have suggested improvements like: "Afghan Pashto instead of Urdu or Pakistani Pashto", "stories more related to Afghan life".

Teachers in Pakistani schools work with textbooks, which were usually printed and distributed after a long process of production and checking, which involves a number of people, committees and decisions. Therefore Pakistani textbooks are generally better than those used in the refugee schools.

Finally, asked about special ideas concerning the improvement of teacher training, the following aspects were stressed:

- child's psychology (19)
- teaching methods (34)
- preparation of lessons (9)
- use of teaching aids (7)
- subject matters (9)
- organisation of class (6)

"Child's Psychology" was mentioned rather often, but it is not clear, if all who chose this topic really know what it means. It might sound interesting and professional and it sounds like a promise to improve teaching in general. At least one can say that the way teachers are teaching does not indicate a deep desire to know more about child's psychology.

Both groups put teaching methods on top of their list, which is something that they should be able to judge. Only one Afghan wanted information, how to use teaching aids (there are no teaching aids other than textbooks) and only one Pakistani teacher wanted to improve the knowledge of subject matters, although specialists familiar with teachers in NWFP state that most of the teachers sometimes lack even the most basic knowhow in the subjects they teach.

f. <u>Use of teaching aids</u>

Blackboard and textbooks are the most used teaching aids in the Afghan and Pakistani schools.

While only 11 of the 51 Pakistani teachers (4 of them teaching in Afghan schools) state that not all of their students have textbooks, 24 of the 31 Afghan teachers claim that textbooks are not available in their classes in sufficient numbers (Pakistani students have to buy their own textbooks, but Afghan students should be provided with textbooks by the Education Cell).

While 45 % of the few Pakistani teachers who mentioned this problem at all, extimated a lack of textbooks below 20 %, a higher number of Afghan teachers generally estimated higher rates, 9 Afghan teachers estimated lack of textbooks above 40 %.

According to the teachers the lack of textbooks is caused by:

- financial reasons of the parents (23 %)
- short supply (74 %)
- any other reason (3 %)

The Pakistani schools are generally better equipped with teaching aids than the Afghan schools (compare Checklist A).

In both types of schools most of the classes are equipped with blackboards. The Pakistani schools were often provided with the Teaching Kit, containing different items such as flannel board, abacus, flashcards etc, with charts and maps.

Out of these teaching aids the teachers claim to use as follows:

Table 7.1 Teaching aids used according to the teachers (multiple answers)

items	Pakistani teachers %				Afghan teachers %			
	often	sometimes	never	not avail.	often	sometimes	never	not avail.
blackboard	100	-	-	-	100	-	-	-
charts	16	41	2	41	-	16	-	84
Teaching Kit	8	37	8	47	-	-	-	100
-flannel board*	6	6	10	78	-	-	-	100
-abacus*	16	10	14	70	-	-	-	100
-flashcards*	12	16	10	62	-	-	-	100
-teachers'guide*	10	18	14	58	-	-	-	100
-science equip.*	6	16	2	76	-	-	-	100
maps	16	49	10	26	2	56	9	35
reference books	-	2	6	92	3	-	-	97
any other	2	4	-	-	-	-	-	100

*Those are items contained in the Teaching Kit.

The figures related to the Teaching Kit differ very much. Theoretically all items related to the Teaching Kit should have the same rate of non-availability, but in fact they range from 47 % to 78 %, which is either due to loss of certain items or due to the fact that teachers don't use the Teaching Kit very much and don't know much about it.

Reference books are not available. For that reason the project will provide the project schools with books and reading material which could be used as reference.

While talking with pupils the interviewers got the impression that some teachers gave wrong statements concerning the use of teaching aids, because quite often the pupils didn't know items like abacus etc. although the teacher had claimed to use it often.

There is also an obvious contradiction between the answer "I use the Teaching Kit" and the use of different items.

g. Problems faced by the teachers

Table 8.1 Problems faced by the teachers (multiple answers)

Problems	Pakistani teachers		Afghan teachers	
	yes %	rank	yes %	rank
class overcrowded	53	2	38	5
lack of textbooks	25	6	88	2
lack of stationery	29	4	72	3
lack of teaching aids	61	1	94	1
language problems	27	5	3	9
discipline of students	22	7	25	6
change of time table	4	9	25	6
absence of other teachers	43	3	50	4
any other (lack of teachers ...)	18	8	16	8

The results of this question are partially supporting other statements made before (also in "checklist A"), like

- lack of textbooks
- lack of stationery
- overcrowded classes in Afghan schools and
- overcrowded classes
- language problems in Pakistani schools

but all the other statements are more or less contradictory to those made before.

The teachers of both groups complain in the first about "lack of teaching material", on the other side Pakistani teachers don't use the material from the Teaching Kit and only one of 31 Afghan teachers was interested to be trained in "how to use teaching aids". If one feels the lack of teaching aids so much, then one must also be interested in being taught how to use them and how to produce them.

"Lack of textbooks" and "lack of stationery" are ranking relatively high in this (Pakistani) list, but they have not been mentioned as big problems before.

One result is very interesting: while teachers don't see irregular attendence of teachers as reason for school failures, they see the absence of <u>other teachers</u> as a problem for themselves (50 % of Afghan and 43 % of Pakistani teachers).

Asked for their ideas about remedies for those deficiencies almost all the Pakistani and the Afghan teachers call for external assistance i.e. from the side of the government agencies concerned. Only in addition to that they think of better organization of their schools, and of improvement and of the internal cooperation between the teachers.

4. TRAINING NEEDS

a) Former experience in teacher training

Only 22 % of the Afghan teachers and 59 % of the Pakistani teachers employed in the project schools received a formal teacher training.
45 % of the Pakistani teachers and 69 % of the Afghan teachers attended a short term training course. Often those who have already a PTC-certificate got additional training, while untrained teachers were neglected even for short training courses. In case of the Afghan teachers those short term training courses took place mainly during the last three years, in case of the Pakistani teachers usually longer than three years ago.

77 % of the Afghan teachers who attended a short term course did so only once, 9 % twice and 14 % more often.
52 % of the Pakistani teachers who attended any short term courses did this once, 27 % twice and 21 % three times.

The answer for question 50 ("At the time of first appointment to school - had teacher training been sufficient) cannot be evenly interpreted. The untrained teacher were also asked that question, to find out, if they thought that no training was sufficient training. This way of handling this question might be correct from the mathematical point of view, but it was confusing to a number of teachers and interviewers.

The answers given brought the following results:
25 out of 32 Afghan teachers and 44 out of 51 Pakistani teachers answered question 50 concerning their awareness of shortcomings in preparation for their teaching job.
According to those answers, teacher training was sufficient at the time of their first appointment.

Dr. Frommer, after discussions and with cooperation of other team members formulated a draft report which was completed with the collaboration of Dr. Mumtaz and Hakim Tanival. The final formulations and the editing was done by Manfred Wehrmann.

c) Findings of the study

In spite of all problems and shortcomings the survey brought results which are useful for planning and deciding on future project activities.

In some cases where questions were not well understood, analysis was done on a low, rough level, without claiming preciseness and completeness. Some questions were not tabulated because there were doubts about their statistical values. This also applies to questions which were asked only to headmasters (total number 24; one headmaster could not even be found, so that his deputy answered most of the questions in his place). If there were definite differences in the answers, the results could be interpreted, but in the case of a sample of 12 (e.g. Pakistani headmasters) it is unjustified to give great importance to the difference between 33 % and 25 %, since the difference in absolute figures is only between 4 answers (33 %) and 3 answers (25 %).

When terms like "Pakistani teachers" or "Afghan headmasters" are used, they refer to our project schools only. We are reluctant to make general statements which go beyond our project schools. This could be done at a later stage when we have gained more experience.

This report continues with the analyses of the questionnaires A, B and C. Then follow results/recommendations based on the findings of the questionnaires, related to physical aspects of the schools (school profiles plus recommendations, "Standard School"), training needs, teaching aids and community activities.
In the appendix you will find (reduced) samples of the questionnaires.

d) Members of survey team

Conceptualization:	Dr. Gisela Frommer, Manfred Wehrmann, S.A. Mohmand
Training :	Dr. Gisela Frommer
Interviewers :	H. Tanival, Dr. Mumtaz, S.A. Mohmand, Q.A. Jalil, Mrs. Taj, A. Mohamed, Gh. Siddiq (M. Wehrmann, Dr. Bude) Coordination of interviews: H. Tanival
Report :	Dr. Gisela Frommer, Manfred Wehrmann, Dr. Mumtaz, H. Tanival

Table 9.1 Sufficiency of teacher training at time of first appointment

	Pakistani teachers %			Afghan teachers %		
	full extent	enough	not at all	full extent	enough	not at all
related to subject matters	25	45	30	24	40	36
related to teaching practice	28	48	24	16	36	48
related to theory of education	35	43	22	16	28	56

Considering the rates of 59 % trained Pakistani and 22 % trained Afghan teachers a number of completely untrained teachers are convinced that with that preparation (= no training) they were fit for the teaching profession. This reflects a dangerous attitude among (untrained) teachers who feel they are competent and therefore not being in need of teacher training courses. This conclusion can be also drawn from table 5.7, when "lack of teacher training" was hardly seen as a reason for repeating classes.

This shows also in the question asking for the training needs of the teachers. Only 52 % of the Afghan teachers and 51 % of the Pakistani teachers expressed a need for further training courses, while 12 % of the Pakistani and 13 % of the Afghan teachers remained indifferent. The rest didn't see any need for further training courses.

Discussing the proper time for such courses, the following views were given:

Table 9.2 Appropriate time for teacher training (multiple answers)

Time	Pakistani teachers %	Afghan teachers %
at the very beginning	59	63
every five years	45	31
before appointed to an administrative post	39	46
other suggestions (every two years, etc.)	14	16

Although only 22% -30%of the Pakistani teachers and 36% - 56 % of the Afghan teachers admitted problems at the time of taking over the job for the first time, 59 % of the Pakistani teachers and 63 % of the Afghan teachers request an additional short term course right at the beginning of the teaching career.

As many teachers never attended training seminars it was very difficult for them to answer the questions concerning the request for the training topics and to understand their proper meaning. Nevertheless, as the different possibilities were given in closed questions, the teachers made the following choices:

Table 9.3 Importance of topics in teacher training

	Pakistani teachers priority %			Afghan teachers priority %		
	high	medium	low/no need	high	medium	low/no need
theoretical back-ground	47	37	16	50	38	12
general methods	61	24	15	69	28	23
special methods*	47	18	35	41	41	18
subject matters	35	20	45	47	34	19
teaching aids	61	33	6	47	41	12
educ.administration	47	25	28	53	22	25
educ.innovation*	25	39	36	31	44	25
courses not direct-ly related to pro-fession*	14	12	74	25	28	47
any other	4	-	-	5	-	-

* question was often not understood properly

The request reflects some of the main problems, which are existing in teacher training and teachers' performance in Pakistan and obviously also in Afghanistan.

Teachers are very much interested in formal and theoretical aspects of education (high priorities given to "theoretical background", "general methods", "education administration").

But - fortunately - they are also interested in "special methods" and "teaching aids" which would be more practice oriented.

It is interesting to note that "use of teaching aids" was almost completely neglected when teachers were asked open questions on how to improve teacher training, but that it had the highest rank among Pakistani and a rather high rank in the group of Afghan teachers when "teaching aids" were offered as a preformulated answer. It seems that teaching aids are not really in the mind of teachers, but that the teachers recognize their importance, when they are directly discussed.

Talking about the teachers' willingness to attend additional training seminars, everyone connects personal benefit with these seminars. According to the teachers, those benefits have the following importance:

Table 9.4 Benefits from participation in teacher training courses

	Pakistani teachers	%		Afghan teachers	%	
	much	medium	less	much	medium	less
increase of salary	41	2	53	41	28	31
promotion	45	24	35	59	22	19
certificate useful for future promotion	59	18	24	56	31	13
any other: to improve one's knowledge (open question)	35	-	-	6	-	-

In both groups certificates and promotion have the highest values, not necessarily combined with the expectation of a higher salary. This could be due to two reasons: both groups are rather concerned about their status (and certificates and promotions improve their status) and it is a common practice to deny interest in money and to claim to work for higher ideals, which, of course, is true in many cases.

On the contrary, when asked for the sacrifices the teachers are willing to make for the sake of further training seminars, the following offers were made by the teachers:

9.5 Sacrifices for training courses offered

	Pakistani teachers willingness		Afghan teachers willingness	
	yes %	no	yes %	no
school holidays	80	20	78	22
afternoons	29	67	44	56
weekends	22	76	31	69
others: (open question) spend own money for transport etc.	6	-	6	-
no sacrifice	18	-	-	-

School holidays are obviously preferred by both groups and weekends heavily rejected, afternoons are also disliked. 18 % of the Pakistani teachers were not willing to sacrifice any of their spare time.

The vote for seminars during holidays and also the vote against seminars at weekends is closely connected with the ideas of the teachers concerning the duration of such seminars.

Table 9.6 Requested duration of training seminars

%	Pakistani teachers	Afghan teachers
one day per week	2	16
one week per term	18	19
one month per year	71	66
other arrangements (more often, longer time)	8	-

"One day per week" would actually face serious logistic problems and should not be included in our plans.

One week per term would be a reasonable long term measure, but the teachers definitely want longer durations (one month per year). This is definitely justified, but it causes a lot of expenses, considering the high number of teachers involved (outside the project). For the project this aim, to train roughly 100 teacher per year in a one-month course,is a realistic task, but it must be discussed with the authorities if recurrent training for few teachers is more advisable than one-time training courses for a higher number of teachers.

Concerning the location where such a seminar should take place, the vote of the teachers was as following:

Table 9.7 Requested location of training seminars

%	Pakistani teachers	Afghan teachers
Peshawar*	22	47
Regional Centre	37	9
own school	20	34
school close by	20	9
others	2	-

* In case of some schools Peshawar is also the respective Regional Centre.

Considering the answers of the teachers it is evident that most of them prefer a place which does not cause too much travelling. In the case of Afghan teachers many prefer a training course in Peshawar, which would give them a chance to leave their camps for some time.

Putting together the teachers'view concerning the training seminars, the majority prefers a seminar which lasts for 4 weeks, takes place in a close distance during school holidays. Such a seminar should be held regularly and is considered very useful especially for young teachers. High emphasis is laid on topics concerning general problems of teaching.

5. TEACHERS AND COMMUNITIES

A teacher still plays a certain role in his community. He is regarded as an authority.
When asked about their own judgement on the status of teachers, the respondents gave themselves generally high status. Only few of them objected to this general judgement.

Table 10.1: Status of teachers

	Pakistani teachers %				Afghan teachers %			
	very high	high	medium	low	very high	high	medium	low
high school teacher	25.5	50.1	21.6	2.0	34.5	24.1	34.5	6.9
primary school teacher	11.8	41.2	39.2	7.8	24.1	15.7	37.9	10.3

Calculating "status scores" (4 points for "very high", 3 points for "high", etc) and adapting the 29 (refugee teachers) to 51 (Pakistani teachers) one gets the following results:

	primary school teachers	high school teachers	difference in scores
Pakistani	131	153	22
Afghan	135	145	10

This shows that the status of primary school teachers is (realistically) seen as being lower than the status of high school teachers. Pakistani teachers, who have closer contact to high school teachers see a greater difference in status than the mostly untrained Afghan teachers, who don't meet high school teachers in their communities (in the whole of NWFP there is only one high school). Those teachers who judge their own status as low, give their own low standard of education as the reason.

Most of the Afghan teachers (97 %) and a high number of Pakistani teachers (80 %) are sure that a teacher could help the villagers in many ways such as:

Table 10.2: Teacher's assistance to community

%	Pakistani teachers	Afghan teachers
adult education	61	63
organizing self help acitivities	57	56
first aid	53	60
any other (writing letters for illiterates- open question)	4	-

This result shows that the project is well advised to start community activities through the teachers. Obviously the teachers are willing to play a role in community oriented activities.

At the same time teachers also imagine possible areas of support which could be given by the villagers to the schools:

Table 10.3: Village support to schools

%	Pakistani teachers	Afghan teachers
1. cooperation with the school (in general)	55	50
2. assistance in construction work	22	25
3. financial assistance to the school	18	9
provision of building site	22	22

In all questions few teachers are indifferent and the majority do not see chances for cooperation, except in the case of question 1. There are more teachers who anticipate a "general cooperation with the school" than teachers who doubt that possibility. Most likely there must be an effort for every particular area of support, since people often see no problem in general, but are surprised by problems in particular (e.g. plot, financial assistance).

6. PERSONAL VIEWS AND STATEMENTS OF THE TEACHERS

This last question was formulated in an open way, so that teachers could mention problems which were not covered in the questionnaire, or questions to which they relate special importance.

The most frequent answers were:

- complaints about low salaries (41 % Afghans, 16 % Pakistani. Afghans get a lower salary)
- complaints about allowances not paid
- complaints that the administration is not aware of the problems of the teachers
- difficulties in travel.

"QUESTIONNAIRE C": (Headmasters) Analysis

Rationale

The functioning of a school highly depends on the headmaster: how he understands his role, how he is executing his job, how he makes use of his authority, how he engages himself in the daily routines as well as in jobs of higher responsibility which require leadership skills and the ability to plan and to execute, to supervise and to guide his colleagues.

Any activities which are planned for the project schools cannot be planned and discussed without involving the headmasters. Any action planned for his school must be done with his consent. To understand how much we can count on the headmasters in executing our programmes we must know them.

We must know their

- professional background, which includes information about their level of training and their years of practice
- awareness of problems related to schooling, which includes problems concerning pupils and problems concerning the teachers
- opinion about training needs for their teachers
- opinion about training needs of headmasters
- ideas about physical improvements necessary and possible in their schools.

The headmasters have been interviewed twice: once on the basis of questionnaire B (teachers) and once on the basis of this questionnaire C. Therefore some of the answers to this questionnaire can be related to questions from questionnaire B, but also to questions from the checklist A, because usually the headmaster had the best information about the school. Thus the headmasters become key persons also for this survey.

1. Professional background of the headmasters

a) Foundation of school; taken over the post as headmaster

Most of the Afghan schools were founded during the last five years, accordingly the Afghan headmasters have taken over their posts during that period, whereas some of the headmasters of the Pakistani schools already hold their posts for a much longer period.

Table 1: Take over of post as headmaster

%	Pakistani headmaster	Afghan headmaster
one year before	33	25
2 - 3 years before	8	50
4 - 5 years before	25	25
more than 5 years before	33	

For 75 % of both the Pakistani and Afghan headmasters this was their first appointment to a headmaster's post. The others had already been headmasters for 2 - 6 plus years.

b) Training of headmasters

Out of the Afghan headmasters only 25 % have got a professional training, 17 % have received professional training in other fields. All the others are untrained. In case of the Pakistani headmasters only one is untrained. 75 % have received their PTC-training, one has a B.Ed. and another one training in the field of religious education.

2. Headmasters' awareness of the situation in school: students-teachers

a) Attendence of pupils

The impression of the headmasters in regard to regular attendence of pupils is much too optimistic, both, Pakistani and Afghan headmasters, seem to be content with the present conditions.
This matches with the misconcept which the teachers in general have of students' attendence. The project must train the headmasters to record and to understand/analyse the figures, and to develop a feeling which figures are satisfactory and which not.
The main reason which the headmasters see for irregular attendence are seasonal problems like heat and muddy roads.
In general there is a tendency among the headmasters to describe the situation in a more positive way. A school in good condition is most

likely to have a good headmaster. Negative remarks on the school situation are seen as evidence of a bad headmaster. This psychological consideration should be kept in mind in relation to all questions concerning the quality and performance of the school.

b) Attendence of teachers

While 43 % of Paksitani and 50 % of Afghan teachers complain about the absence of other teachers (questionnaire B, table 8.1), 67 % of the Pakistani headmasters and 75 % of the Afghan headmasters report a very low absence rate of 1 - 3 days per month, one of the 24 headmasters gives the rate of "more than 10 days", all the others estimate 4 -6 days.

As reasons for teachers' absenteeism the headmasters mention:

Table 2: Teachers absenteeism (multiple answers)

Reason %	Pakistani schools	Afghan schools
illness	50	67
personal affairs	50	67
other jobs	8	8
other reasons (muddy roads ...)	33	25

One of the Afghan and two of the Pakistani headmasters admit that there are special cases of teachers' absenteeism in their respective shcools.

c) School dropouts

Another problem of primary schools is the high dropout rate. Often the teachers and headmasters make themselves believe that these students are only absent for a period of time, that they would come back or that they moved away with their families and go to school in their new villages. In fact the dropout rate is rather high (checklist A, table 3.2), but teachers and headmasters are not aware of it.

Table 3: Reasons for pupils' dropout as seen by the teachers (multiple answers)

Reasons %	Pakistani headmasters	Afghan headmasters
family moved away	33	50
laziness of students	8	-
children are needed at home	8	17
purdah restrictions	-	8
students are not interested in continuing	33	33
difficult financial situation of the families	25	33
don't know	8	-
other reasons (health, parents' apathy, parents uneducated, (Afghan)pupils go to "jehad"; after failing in one class, pupils don't come back; no future)	33	50

CHECKLIST "A": ANALYSIS

RATIONALE

The first questionnaire was called "Checklist", since it was used to collect data on the infrastructure of the 24 project schools, thus catering for the materialistic aspect of the survey. It was formulated to record availability and quantities of certain facilities and materials as well as figures related to students and teachers. Basically this questionnaire could have been filled in by the interviewers without the assistance of a teacher or the headmaster, but in fact no school was "checked" without the help of their staff members.

Collecting information about the buildings, about the existence and state of facilities including educational equipment, was necessary to know about the most urgent physical needs of the schools. This knowledge would enable the project to decide upon emergency measures to improve the learning/teaching conditions in the project schools.
Conclusions and recommendations are derived from "Checklist A" in the following way:

a) The information drawn from the checklist is compiled for all 24 project schools.

b) A kind of general school standard is formulated. It is describing the minimum requirements of a school to facilitate teaching under acceptable conditions (see "Minimum Requirement List").

c) Deviations from this general standard are identified, taking into consideration the different conditions in Pakistani and Afghani schools, in boys' and in girls' schools. Each school (questionnaire) is checked against the standard and special needs are identified.

d) Recommendations for emergency measures and long term, consolidating activities are given for each school. They mainly follow the order of priorities listed in the "Minimum Requirement List".
The recommendations indicate, if the measures could be carried out by the project, by Pakistani authorities or as a joint venture.

Nevertheless, when searching for possible ways to remedy the situation the view of the headmasters turns more from external factors to internal reasons.

Table 4: Possible measures to reduce dropout rate

proposals %	Pakistani headmasters	Afghan headmasters
more schools	8	-
better promotion (radio)	8	17
improvement of schools' attractiveness (physical facilities, textbooks, stationery)	42	50
more sport facilities in the school	-	33
more rooms	17	-
more teachers	8	42
more attention of the institutions responsible for schooling	42	25
any other (boundary walls, shoes, clothes)	17	25

Improvement of schools comes first. The request for more rooms does not occur in the group of Afghan headmasters and only 17 % of the Pakistani headmasters request more rooms. However, having seen the crowds of pupils sitting outside in the cold or in the heat, having seen classes packed with more than 100 students one wonders why 83 % of the Pakistani and 100 % of the Afghan headmasters are content with the number of rooms.
It also sounds unrealistic that only 8 % of Pakistani headmasters think that more teachers would help to reduce the dropout rate. In Afghan schools, where class sizes are smaller, 42 % of the headmaster request more teachers.

It is amazing that none of the Pakistani headmasters had seen a playground as an improvement in schools, but 33 % of the Afghan headmasters see a positive effect of a playground.
Reason for these different judgements might be that the question was put in an open form. Headmasters are giving higher priorities to other measures, so that a playground would most likely appear only at the end of the list. Afghan headmasters on the other hand, who see the children unoccupied and bored in the afternoons and holidays judge the importance of a playground from a different point of view.

d) Constraints of schools

All the schools are facing more or less severe constraints. According to the headmaster those are mainly found in the physical infrastructure of their schools.

Table 5: Major constraints of the school (multiple answers)

constraints %	Pakistani headmasters	Afghan headmasters
insufficient facilities	58	58
classrooms overcrowded	33	-
lack of textbooks	17	50
lack of stationery	17	42
irregular attendence teachers	8	-
irregular attendance students	-	-
untrained teachers	-	8
no support by administration	42	8
teachers badly paid	-	8
no support by the families	17	-
parents uneducated	8	8
traditional rivalry	-	8
others	33	25

Other constraints included: lack of (Afghan) literature, religious peple against formal education, disturbance by adults, boundary walls, too hot in summer, no watchman/sweeper, lack of teaching staff, noisy roads, no dispensary, tent blown away, neighbouring (Party)school more attractive with supply of materials.

The term "insufficient facilities" includes constraints like "no drinking water","no toilets","no electricity".

It is amazing that "classrooms overcrowded" is seen by every third Pakistani headmaster, but that (see table 4) more rooms and more teachers are not seen as a measure to reduce dropout rates.

No headmaster saw the irregular attendence of students as a constraint. Most likely the headmasters are content that the students don't help to overcrowd classrooms even more.

Pakistani headmasters see the lack of support through the administration as a constraint, but this doesn't seem to be a problem for Afghan headmasters.

3. Training needs of teachers and headmasters according to the headmasters

a) Previous training of teachers

43 % of the teachers in Afghan schools and 21 % of the teachers in Pakistani schools didn't receive any teacher training, 5 % in Pakistani schools and 55 % in Afghan schools participated in short training seminars, while 79 % of the teachers in Pakistani schools and 16 % of the teachers in Afghan schools have received a full time teacher training (multiple possibilities).

b) Suggested seminars for trained/untrained teacher (multiple answers)

Table 6: Topics of training courses as suggested by headmasters

topics	for Pakistani teachers %		for Afghan teachers %	
	trained	untrained	trained	untrained
general education	67	42	58	42
methods of teaching	50	75	42	83
child's psychology	33	33	58	58
subject matters	17	25	33	25
educat.innovations	33	25	50	17
use of teaching aids	33	50	42	42
educat.administration	33	50	42	17

The number of headmasters interviewed (11 + 12) is in fact too low to expect a wide range of answers with statistical significance.
In spite of that limitation we can state that "methods of teaching" top the list for untrained Pakistani and Afghan teachers, second comes "general education" which seems to be a promising title, especially for trained teachers."Subject matter" doesn't seem to be attractive.

The differences between courses recommended for trained teachers as compared to those recommended for untrained teachers are not very clear and convincing. The most obvious differences are:

- much more "general education" for trained than for untrained Pakistani
- much less "methods of teaching" for trained than for untrained Afghans
- much more "educational innovations" for trained than for untrained Afghans
- more "educ. administration" for untrained than for trained Pakistani

but

- less "educ. administration" for untrained than for trained Afghans.

For planning training courses the project can accept only the preference for "methods of teaching" and "general education" (which is quite a vague thing), all other statements are not clear enough.

C. Arranging training courses

Similar to the teachers 82 % of the Pakistani headmasters vote for a one-month seminar, the others wish one of either 1 week or two weeks duration. One-month seminars are the usual type of seminars and might therefore be considered as the most appropriate ones.

As possible sacrifices are considered

Table 7: Sacrifices offered by headmasters

sacrifice	% by Pakistani headmasters			by Afghan headmasters		
	yes	indiff.	no	yes	indiff.	no
afternoons	17	25	50	17	42	42
weekends	8	-	92	25	-	75
school holidays	92	8	-	58	34	8

Those results could possibly advice the project to offer different types of seminars, taking into consideration that only smaller groups of teachers can be reached with each training course.
This result matches the statements given by the teachers (questionnaire B, table 9.5)

Concerning the most appropriate time for seminars the headmasters recommended:

Table 8: Suitable time for training

time	% Pakistani headmasters			Afghan headmasters		
	yes	indiff.	no	yes	indiff.	no
1 full day per term	9	-	91	17	8	75
1 afternoon per term	18	9	72	33	17	50
1 weekend per term	-	9	91	17	8	75
school vacations	100	-	-	58	-	42

Tables 7 and 8 are partially overlapping, but they are useful in the sense that they allow some cross-checking, which is confirming the results.

Afghan as well as Pakistani headmasters prefer seminars during the school holidays, but with a definite difference in acceptance. For this difference we don't see a reason especially because the Afghan teachers were rather in favour of training courses during holidays. It might be due to the fact that Afghan headmasters see no chance for a long term educational career, so that they don't want to waste their holidays, which sometimes are also needed to go back to Afghanistan to see family members or their homes.

According to most headmasters the seminars should be run close to their schools.

Table 9: Location of training seminar

location	% Pakistani headmasters	Afghan headmasters
in the own school	17	33
in a school close by	33	33
at the regional centre	33	17
in Peshawar	17	17

Comparable to the teachers' requests, the headmaster prefer locations not far away from the school. The Afghan teachers like Peshawar much more as a location for training than the Afghan headmasters (questionnaire B, table 9.7).

d) Most urgent training needs

For both the Afghan and the Pakistani headmasters, training seminars for untrained teachers are of highest priority (83 %/82 %) followed by "young trained teachers at the beginning" (Afghan headmasters) and "untrained teachers at the beginning" (Pakistani headmasters) as well as "untrained teachers after some years" (Afghan headmasters) and "trained teachers after some years" (Pakistani headmasters) (3rd priority).

But generally speaking most of them prefer regular training for all teachers. (Afghan headmasters 100 %, Pakistani headmasters 91 %), at least after 5 years (Pakistani headmasters) and after 1 year (Afghan headmasters).

It must be stated here that the terms "pre-service training" and "in-service-training" cannot be strictly separated in the case of many teachers in the project schools. Teaching, even by the trained teachers, is often done in such an unprofessional way that one is inclined to say: for most of the teachers, even the PTC teachers, any kind of future training is more "pre-service-training" than "in-service training".

Table 10: Recommendations concerning target groups and topics, according to headmasters

Topic	Pakistani headmasters (n=11) untr. teacher new %	untr. teacher after some pract.	trained teacher after some pract.	Afghan headmasters (n=12) untr. teacher new	untr. teacher after some pract.	trained teacher after some pract.
general education	45	45	36	42	58	50
methods of teaching	64	55	27	100	85	25
child's psychology*	45	36	45	83	42	42
subject matters	27	18	27	25	25	75
educ.innovations*	36	45	55	25	17	67
use of teaching aids	64	27	36	33	42	25
educ.administration	36	18	45	25	17	33

* categories not always understood in a proper way

What applied to table 6 (suggested seminars for trained / untrained teachers) must be considered here again: the number of interviewed headmasters(different from the number of teachers) is so low that one cannot take their answers as the average opinion in statistical terms.
In addition to table 6 the headmasters were asked for combinations of topics and times (what to teach when and to whom), which was confusing some of them. The limited time of the interview - in spite of all patience practised - might have pushed them towards an answer which they would not have given in a calmer situation with more time to think and more explanations.

Nevertheless, since we don't want to draw a sharp line between trained and untrained teachers, we consider every topic with a high percentage as being useful for most of our teachers.

"Methods of teaching" (100 % Afghans) got extraordinary high marks, "child's psychology (83 % of Afghan headmasters), "subject matters (75 %), "educational innovations" (67 %), "methods of teaching" and "use of teaching aids" (each 64 %, Pakistani).
In the list of teachers' own requests, we find at the top; teaching aids, general methods (similar to "teaching methods"), educational administration, theoretical background.

The topics for their own training courses the headmasters listed as follows:

Table 11: Topics requested by headmasters

Topic %	Pakistani headmasters	Afghan headmasters
general education	45	75
methods of teaching	45	58
child's psychology	27	33
subject matters	9	-
educ. innovations	55	50
use of teaching aids	45	17
educ. administration	91	100

It is obvious that headmasters show interest to know more about school administration.

In the second place we find "general education" for Afghan headmasters and "educational innovations" for Pakistani headmasters. "Methods of teaching" have a rather high rank in both groups.

The headmasters have obviously no interest in subject matters, most likely they feel secure in these matters and they want to leave the particulars to the teachers. The Afghan headmasters have little interest in "use of teaching aids" and the Pakistani headmasters don't show much interest in "child's psychology" although the headmasters would be the group, which could guide the teachers on the right line. If only the headmasters would know more about "child's psychology" the atmosphere in schools would be definitely more favourable for child's learning than it is now.

4. Physical Needs

a) Teaching guides

Due to some confusion between the different types of teaching guides possibly available in the schools, the answers of the headmasters can only provide a certain general impression.

In some of the schools there are teaching guides available concerning each single subject in Primary School, in others there is only one generally to be used for all subjects.

Generally speaking there are teaching guides available in Pakistani schools, but not for all subjects and all grades. 4 headmasters even claim that they don't have any of them in their school. In case of the Afghan schools there was only one general teaching guide available in one school.

b) Needs for improvement

According to the headmasters their schools need improvements in the following aspects

Table 12: Need for physical improvement

need %	Pakistani headmasters	Afghan headmasters
toilet facilities	33	67
water supply	67	83
(shade)trees	-	25
boundary wall	58	50
white washing	33	17
windows	8	33
doors	-	8
roofs	42	25
blackboards	42	25
school garden	-	33
play ground	25	58
first aid kit	50	58
books	50	-
others: (electricity, buildings)	42	25

The recommendations given in the School Profiles and the detailed recommendations attached were a combination of improvements requested by the teachers and those, recommended by the interviewers. They also include recommendations derived from other questions. The recommendations you find compiled in the APPENDIX.

These lists correspond with the above list (table 12) more or less in areas related to water supply (high priority), boundary walls, repair of windows/ doors, roofs/ceilings.

In table 12 the demand is higher for shade trees (Afghans), blackboards, school garden (Afghans), First Aid Kit, playground and electricity.

The First Aid Kit should not be handed out without adequate training. Electricity should be only installed, if non-formal education programmes are possible.

In table 12 the demand is lower than materializing in the recommendations for: toilet facilities, white washing. "Books" will be permanently produced and distributed by the project. Books as teaching material are also requested by the Afghan headmasters.

5. School and Community

a) School's activities towards parents/community

Neither the Pakistani nor the Afghan school system knows a sort of organized counceling system for teachers and parents. Usually parents are not encouraged to go to school and talk with the teacher or headmaster about the situation of their children.

Therefore 42 % of the Pakistani headmasters admit that they "never see parents of children", 8 % admit that they "see parents rarely", 25 % say they see parents "not so often" and 25 % claim to "see parents quite often".

The situation in Afghan schools seems to be different as 58 % of the headmasters answer "often", 8 % not so often, 25 % rarely and only 8 % "never".

This closer cooperation between Afghan headmasters and parents might derive from the situation that refugees in the camps feel closer ties and stick more together than people in a normal settled Pakistani village. These more frequent contacts might be as well utilized to talk about the children.

b) Parents' interest in school

As we have stated there is a lack of organized and regular communication between the school and the community. This also applies to parents' active communication with the teachers; parents usually don't visit schools. This might be due to lack of interest or also to the fact that some of the parents might be afraid of the atmosphere of drill and discipline which prevails in school. Some teachers even might consider the visit of a father as an unwanted intervention.

25 % of the Pakistani headmasters and 8 % of the Afghan headmasters claim that parents come to school often. 25 % of the Pakistani headmasters and 58 % of their Afghan colleagues say that parents come "not so often", 8 % and 25 % rarely and all the others say "never".

6. Discipline in school

The classes are crowded, the students quite often of very different age, the lessons are given according to the method "repetition in chorus", teachers must usually deal with more than one group at a time but in spite of that only 25 % of the headmasters admit that discipline can

be a problem in their schools. 8 % say that keeping discipline is only a minor problem and all the others don't see any problem related to school discipline.

Asked how discipline is kept in their schools, the following answers were given:

Table 13: Keeping discipline (multiple answers)

measure	% Pakistani headmasters	% Afghan headmasters
by words	33	58
by stick*	17	25
by the personality of the teachers	50	50
by the discipline master	8	-

*but a stick was seen very often, even in the hands of elder students tutoring a class

Even if the answers might not match the reality in schools, they nevertheless show that the headmasters recognize the ideal that students should be convinced by the personality of the teacher and not by the stick.

7. Administration and Teaching

Many of the Pakistani schools are only two-teacher-schools, that means that a headmaster has to teach as much as possible or v.v. that the other teacher has a comparatively higher workload in teaching than the headmaster.
Asked for the division of their tasks, the headmaster give the following answers:

Table 14: Distribution of administration and teaching

% teaching/admin.	% Pakistani headmasters	% Afghan headmasters
50 : 50	9	9
60 : 40	18	8
70 : 30	36	8
80 : 20	9	25
90 : 10	27	58

Afghan headmasters obviously see their role and their work much closer to the role of a teacher, who is doing some additional administrative

Rules and Habits Governing the Construction of Pakistani Village Schools and Afghan Camp Schools

In the case of Pakistani schools the government is only financing and constructing a building if somebody from the village concerned is donating land for the school site. Since land is scarce in Pakistan, especially sites in good, central and healthy locations, it is often impossible to get suitable land for the construction of a school.

That is the reason why - especially in the case of recently constructed schools - when plots were more scarce expensive schools are often found far away from the village center (e.g. the girls' school of Sikandari is so far away from the village that parents are reluctant to send their daughters to school).

This condition - that the land for the school must be privately donated - has also a great influence on the size of the school plot: most of the schools have a rather small compound ,which doesn't allow to establish a playground, e.g. a volleyball court.

In the case of Afghan camp schools the land is considered being government property. Therefore sites are available, but they are suffering from the same poor conditoons as the camps they belong to: barren land, no trees, no shade, often dusty, muddy, unhealthy places; lack of sufficient clean drinking water, lack of toilets.

In the first years after the refugee camps were established the government allowed only tents for accomodation and also only tents for camp schools, to indicate that the camps and the refugees were only a temporary problem. When the refugees did not return to their homeland after several years, the government gave the permission to build clay houses (= kacha) and clay schools. Therefore a number of tented schools have been replaced by clay buildings. In the case of tented schools (five schools out of our 12 camp schools) it is still difficult to recommend any measures to improve the school's infrastructure: the school might be soon replaced by a clay building, on the other hand it could be easily shifted to another place, so that investments for facilities like toilets and water supply would not be justified.

work. The Pakistani headmasters are claiming that they are much more involved in administration, which would theoretically result in teaching fewer lessons than their colleagues.

RECOMMENDATIONS

1. Results / recommendations related to physical improvement of schools

The project surveyed schools which were rather different in many aspects:

- type of building (tent, clay, brick)
- condition of buildings (good/poor maintenance)
- location (in/outside the village, in "safe" places and disturbed by heavy traffic)
- size (number of students, classes, teachers)
- pupils (Pakistani, Afghan, girls, boys)
- teachers (trained/untrained, motivated/uninterested, use of teaching materials/ no interest in teaching materials)

In spite of sometimes severe shortcomings teaching took place in all of these schools, in other words: teaching happened under sometimes "impossible" conditions. Any change or what we consider being an improvement might disturb the often fragile balance between students and teachers, between human beings and the physical set-up of the school, which was built up through years of tedious struggle. A playground, for example, could serve as an outlet for pupils' physical energies being "locked in", during hours and hours of disciplined sitting on mats. It could have a positive, balancing effect on the students willingness and ability to learn in the classroom. On the other side it could also create serious problems for the teachers, who are not trained to handle pupils moving around freely.

The uncertainty about activities which might suffer from undesired side effects or the fear from embarking on programmes becoming too expensive due to unexpected technical problems are existing, even after a survey, a series of discussions and a thorough analysis, still remains.

When drawing conclusions and formulating recommendations we were aware that there are ten thousand schools in Pakistani villages, hundreds of schools in Afghan refugee camps, which have no toilets, no clean drinking water, not enough blackboards, not enough teaching materials etc. etc. The project cannot help all these schools, not even a considerable fraction of them. If there are thousands of shelterless schools, which haven't even got a single room, why then bother about "boundary walls" and "safe storage facilities for teaching materials" in our 24 project schools?

In spite of all these overwhelming problems and difficulties we suggest certain changes and improvements. We do that since we believe that the high expectations

which the society is attaching to education and schools cannot be met if certain basic conditions are not existing.

We know that the improvement of single elements within the whole school system does not help. If certain elements are unfavourable (e.g. a class of 110 pupils) all other efforts will be in vain or with rather limited effect (e.g. one blackboard per class; Teaching Kit for every school). The project is intending to tackle the problems from different angles: producing teaching materials, training teachers how to use them, helping them to plan and execute teaching. All this can only be effective, if certain exteriour conditions are existing. Some of these conditions can be created by the project, others had to be done in cooperation with the Pakistani authorities and some of the suggested improvements fully lie in the responsibility of the Pakistani partners.

What we consider as basic conditions for effective teaching in schools we have formulated as a kind of "Minimum Requirement List".
We think that all of the items mentioned in the list would improve the school conditions for pupils and teachers. Some of the improvements we consider being absolutely essential, while others would be appreciable but would not have the same high priority.

Below we have tried to group our suggested improvements according to priorities which we think should be applied in our project schools.

Some of the improvements could be organised and financed through the project, others have to be done either through the Education Department or through the Education Cell.

In the latter cases we will discuss the items with these two institutions, trying to convince them to allocate funds for these measures.

The list follows a general idea but should not be seen as a rigid law which has to be followed literally. In some schools combination of certain problems might suggest to leave the strict order of priorities and start measures which are related to each others in order to accomplish a somewhat "complete" job in a limited area rather than doing a number of isolated, unrelated jobs.

"Minimum Requirements for Primary Schools"

To be carried out by Project	Project and/or Education Dept./Education Cell	Education Department Education Cell
	1. Safe, water proof ceilings	
	2. Safe water supply	
	3. Toilets	4. Sufficient mats
		5. Sufficient textbooks (camp schools)
		6. Sufficient stationery
	7. One blackboard per class	
	8. Existing facilities should be in working order	
		9. One classroom per class
		10. Student/Teachers ratio not higher than 50 : 1
		11. Teaching Kit for Pakistani schools
12. Teaching materials besides black board/ chalk		
	13. Safe storage facilities for teaching materials	
	14. One teacher's desk per class	
		15. One chair per teacher
	16. Proper ventilation in the tents/classrooms	
		17. Safe access to/ surrounding of the school
	18. Boundary walls	
	19. Sufficient light in the classrooms (electricity)	
	20. Smooth walls/white-washing; clean/safe floor	
21. Play ground (sports equipment)		
	22. Shading trees	

Explanations to the "Minimum Requirement List"

No. 1 (ceilings) is absolutely essential in terms of safety (preventing accidents) and school attractivness(children don't come to school, if the ceilings are leaking or classrooms are collapsing).
The majority of the population is suffering from lack of safe water supply (No. 2) and toilets (No. 3). Although people are used to these conditions, the lack of these facilities is directly causing a lot of diseases and indirectly it is the reason for financial losses and economic problems. The schools should be a demonstration area: you cannot teach hygiene in a school which is attended daily by 300 pupils and which has no toilet.

No. 4, 5 and 6 (mats, textbooks, stationery) are necessary for the smooth functioning of a school, but they are so "normal" and accepted, that they should be organized on a routine basis - without assistance by the project.

No. 7 (one blackboard per class) is indispensable. Basically blackboards are existing in sufficient numbers, but very often they are in a bad shape or completely broken. This leads us to No. 8 (Existing facilities should be in working order). If this requirement would be fullfilled in all schools the general conditions would be much better. Whereever possible the project should organize or initiate repairs of existing materials. Maintenance is cheaper than replacing broken material.

No's 9 and 10 (one classroom per class; student/teacher ratio not higher than 50 : 1) cannot be achieved or organized through the project, but the project might succeed in some cases to convince the authorities to transfer an additional teacher to a particular school. If one teacher has to take care for more than 200 pupils at the same time, all other measures would have only a marginal effect.

No. 11 and 12 (Teaching Kit; additional teaching materials) are - in the project's view - a reasonable way to assist and improve teaching. The Teaching Kit cannot be bought, it must be provided by the government, but other teaching materials would permanently be produced by the project, distributed and their use would be properly guided.

If the project is providing teaching materials and there are no safe storage facilities for teaching materials (No. 13) the teachers would be afraid of loosing the material or breaking it. Because of that fear they would not use the material. Therefore, the project must provide storage facilities, if it wants its teaching material utilized. Teaching materials must be displayed in a way that all pupils can see them. It must be possible for the teacher to prepare the material for a lesson and to show it from a higher position, since all students sit on the floor. For this purpose we suggest, that every class (also those being taught outside or on the terrace) should have one teacher's desk (No. 14). Something similar applies to the chairs for the teachers: to make full use of the desk, for preparing lessons, preparing materials, teachers should have a chair (No. 15).

No. 16 (proper ventilation) looks a bit like luxury, but in the hot season school attendance would be considerably higher, if the tents/classrooms would be better ventilated and cooler. It is extremely difficult to arrange better ventilation after a school has been erected. That's why this improvement is rarely mentioned in the recommendations. Wherever possible, whenever a substantial repair is made in one of the schools, this aspect should be also considered.

No's 17 and 18 (safe access/to surrounding of the school; boundary walls) are mainly included because of safety reasons, but the boundary walls also carry a cultural element: the attendance in girls' schools is higher, if the schools are protected by boundary walls. While the surrounding is strictly the responsibility of the Pakistani authorities, construction of boundary walls should be considered as project activities in certain cases.

No. 19 (sufficient light in the classrooms) could be achieved by repairing/ improving windows with window panes, so that in winter the windows could be closed (against the cold), but still provide enough light. No. 19 could be also achieved by providing kerosine lamps, which are not cheap, which need permanent supply of kerosene and which might even create risks (burns, fire) for the pupils. In some schools with an electric wire passing nearby the solution could be the provision of electricity to the school. This - from the project's point of view - is only justified, if adult education classes could be conducted in the evening, which especially in winter time would not be possible without a reliable source of light.

The effect of No. 20 (smooth/white washed walls, clean/safe floors), should not be underestimated. A school is one of the most appropriate places to teach personal cleanliness and hygiene. For this purpose the school must serve as a good example.
Playgrounds (No. 21) are most likely not considered necessary by the authorities. The teacher for "physical education" is usually the "discipline master" and his teachings are more intending to restrict and limit pupils' movements than to facilitate them. A playground can be only established in connection with a training programme for the teachers, how to teach games and physical education. This - in most of the cases - had to be initiated by the project, as well as the provision of sports material.

Considering the importance of the other facilities mentioned above, the planting of shading trees (No. 22) seems to be unimportant and negligible. Compared to the other items it is really rather optional, but with a small budget the conditions for teaching could be considerably improved by planting the right (broad-leaved) trees, which provide shade in summer but let the sunshine penetrate in winter. This would be of special interest for schools, where several classes are taught outside.

The financial limitations don't allow us to provide all schools with all facilities. Final decisions have to be made after consultations not only with the schools, but also with parents, community leaders and elders in Pakistani villages and Afghan camps.

PHYSICAL IMPROVEMENTS OF SCHOOLS

School Profiles

Detailed Recommendations

SCHOOL PROFILE

P/1
GPS Hajizai
(District Peshawar)

The GPS (boys) Hajizai occupies an area shaded with trees along the clay boundary wall. 500 pupils are organized by 5 teachers in three classrooms and 5 classes. This number of pupils includes 37 girls in different classes.

The school is overcrowded with 500 students and it is not possible to organize effective teaching. Students chanting texts are disturbing each other. Besides this boys school Hajizai has one primary school for girls and a high school. In the girl's school only 20 girls are enrolled in 4 classes. Many parents do not venture to send their daughters to this school because it lies about 1.500 m away from the village.

The three main population groups are peasants, labourers and officers working in different government institutions.

The main shortcoming of this school is lack of space, but 4 additional classrooms are planned for the near future.

The school lacks toilets. The teachers requested the provision of a First Aid Kit.

Recommendations

It is highly recommended to provide at least 3 toilets, but care should be taken that the toilets are not affected by the nearby river which sometimes floods. These toilets should be built even before the promised classrooms, but the decision where to build them should take into account the position of the classrooms planned.

The school has its own well, but it might be more hygienic to use the tap water which is available just outside the school. For that purpose at least 3 "abdans" should be provided.

There are contradicting statements about the condition of roof and ceilings. If they do not constitute a menace to the pupils their repair should be done together with the construction of the additional classrooms.

Even if the teachers don't feel the need, the project should provide four desks and three chairs so that the teachers have one desk and chair per class.

The same applies to the provision of a steel cabinet, which is recommended for storing books and teaching materials.

Analysis of Single Questions from Checklist A

Question 6: Type of building

Table 1

	Pakistani schools	Afghan schools
tent	-	5
clay	-	7
bricks/clay	3	-
bricks	9	-
	12	12

Afghan schools are either tented or clay buildings, while Pakistani schools are mostly built from bricks, in some cases they are a mixture of brickuildings and clay buildings or clay boundary walls. Tented camp schools are more and more replaced by clay buildings.

Question 7: Boundary Walls

Boundary walls are constructed for different reasons:

- in the case of girls' schools boundary walls are a means to protect girls against undesired (male) glances from outside. The rules of "purdah" are already applied to girls of school going age, i.e. pupils of the fourth and fifth grade. The existence of a boundary wall around a girls' school is definitely influencing the decision of parents to let their daughters go to school,
- if the school is lying at a highly frequented road - which is often the case - especially younger pupils are always in danger of being involved in an accident. (The last case happened in the unprotected school of Ghulam Banda District Kohat). For the teachers it is rather difficult to control and protect the pupils if the school has no defined limits (= boundary walls),
- for the neighbourhood boundary walls are also protection, either to protect houses and other property against a noisy crowd or to protect farm land and/or farm animals against the children.

The actual situation of boundary walls in project schools is as follows:

The majority of the schools have boundary walls: 8 of 12 Pakistani and 7 out of 12 Afghan schools. The 5 Afghan schools without boundary walls

SCHOOL PROFILE

P/2
G.P.S. Badezai
(District Peshawar)

On the day of the interview the two teachers were present, one representative from the District Education Office and the Village Councellor (Union Council). The school was obviously informed about our coming.

The school is suffering from shortage of space. There are only two classrooms, but five classes.
Two additional classrooms are almost complete (under the guidance of the Union Council).

The teachers are overloaded with work, two teachers have to cope with 270 students enrolled.
The teachers were not clear about their actual timetable, they were reporting lessons which differed in duration from 15 minutes to 45 minutes. According to their own judgement they were teaching between 47 and 119 lessons per week, depending on the duration of lessons.

The Union Council of the village, and especially the village councellor, is very much interested in the functioning of the school. The Councellor has donated land for the existing school, for a well which is under construction now, and he is willing to donate land for a girls school which he wants to put into reality against all odds.

Considering the difficult circumstances, the school looked organized, but one teacher (untrained) does not know what he is doing and what he is supposed to be doing.

The school requests supply of electricity. If the installment is supported, the running costs would be met by the village (Union Council). An electric cable is right in front of the school. Considering that ceiling fans and electric light could not only serve the primary school boys but would also improve the conditions for adult education classes, a support of the village's request is recommended.

In addition to that the teachers (and the head of the Union Council) expressed the following needs:

- toilets
- supply of clean water
- a playground
- books
- erasers
- Teaching Kit

Recommendations

At the time of the interview a well was being drilled on the adjacent plot. After completion of this well the provision of clean drinking water to the school will be easier. Then a contribution to the installation of waterpipes is recommended.
Up to that time the provision of two "abdans" is necessary for storing drinking water.

The school needs two toilets, but since the school ground is so small it is difficult to find a suitable location for the toilets. It might be advisable to have the toilets on the adjacent plot, where the well is drilled.

This plot might be also the solution for establishing a playground. In that case additional boundary walls have to be built.

The provision of electricity is highly recommended for this school. With the existing strong support of the village (Union Council) the establishment of adult education courses is very much likely. If the school had electricity, conducting evening classes would be possible. The head of the Union Council has guaranteed the expenses for bulbs and ceiling fans and the running costs for electricity.

A steel cabinet should be provided to store teaching materials.

SCHOOL PROFILE

P/3
G.P.S. Adezai (near Matani)
(District Peshawar)

This school lies in the middle of the village and almost on the road side. It has five classrooms and the sixth is under construction. The general condition of the school in terms of construction is good.

The teachers were of the opinion that more than 90 % of the total population of school going age was enrolled in the school.

The school is suffering from the lack of window shutters, toilet facilities, trees and drinking water.

In addition to that the teachers expressed the following needs:

- boundary walls
- toilets
- window shutters
- drinking water
- Teaching Kit
- repairing of blackboards

Recommendations

The school has 376 pupils and no toilet. It is recommended that 3 toilets are built to improve the hygienic conditions in and around the school.

The best solution for solving the drinking water problem would be to dig a well. Doing both (building toilets and digging a well) will be too expensive for the project, so the Education Department must be contacted to finance one of the two facilities. This also applies to the construction of boundary walls which is recommended for the safety of the children, but which might exceed the financial limits of the project.

As a stop gap measure for the water problem two "abdans" should be purchased.

The window shutters must be repaired, the blackboards repaired and repainted.

SCHOOL PROFILE

P/4
G.P.S. Sadar Gari (near Munda)
(District Peshawar)

The school lies at the road to Munda Camp, which is frequently used by supply trucks. On the other side of the street there is a big canal which almost every month causes an accident with the school kids.

A member of the local Union Council has promised to donate land for a new school site, but the Education Department has not shown any reaction or interest.

The school has six classes but only two teachers, which means that they cannot teach effectively.

- The ceiling of one classroom needs immediate repair

The school needs:

- toilet facilities
- desks
- Teaching Kit

Recommendations

The school needs a toilet. If the children have no chance to go to a toilet, they either will spoil the village or they will pollute the water of the canal, which is used as drinking water.

At present the children drink water mainly from the canal. It should be explored, if a well could be drilled or dug or if the school could be connected with a water pipe.
Before that one "abdan" should be provided.

Thei ceiling of one classroom needs immediate repair, as well as some of the windows.

Although the teachers haven't expressed the need for that item, the project should provide a steel cabinet to store teaching materials.

SCHOOL PROFILE

P/5
G.P.S. Dagbaisood (girls)
(District Peshawar)

In government girls schools - even more than in boys schools - it seems that staff members do not attend school regularly. The female staff members prefer to accompany each other. If one is on leave the other one has a tendancy to be on leave too, or to be needed somewhere to accompany her mother or sister, and vice versa.

When these teachers are in school, they teach with their whole heart, but the drawback of the irregular attendance still remains.

The headmistress had worked for about 23 years in this school and it is her strong desire that the school be promoted to a Secondary School. She asked us to help her in this regard. The pupils of class 6th are already attending the school, but without classroom, without teacher, without text books etc. etc.

Besides that the teachers requested:

- water supply
- whitewashing
- one sweeper and one watchman
- First Aid Kit
- books

Recommendations

The school needs a reliable water supply. Until now the school gets water from a nearby mosque. It is suggested that the project analyses the chances to connect the school with the mosque's water-system. In addition to that the school needs at least one "abdan".

Whitewashing is recommended to improve the general appearance and atmosphere of the school.

Trees should be only planted if the water supply is regular.

The project cannot employ a sweeper and a watchman, but it could approach the Education Department to consider this request. The project is aware of the fact that male employees could create social/ religious problems and that female employees cannot be found.

SCHOOL PROFILE

P/6
G.P.S. Jalozai (girls)
(District Peshawar)

The school lies almost in the middle of the village which is densly populated. Its brickbuilding has only two rooms, but 216 pupils organized in six groups. The school is theoretically staffed with 4 teachers, but one teacher is on a one year's leave.
The building doesn't look well kept.

It is an open secret that some teachers attend their duties only every other day. If two teachers agree to teach alternatingly it reduces the actual number of teachers by 50 %.

From the individual point of view there are reasons for such behaviour. In the case of Jalozai, the teachers come from Peshawar, which is 30 miles one way and costs 14 Rs. every school day, in addition to the physical effort to walk, to change buses and wait for buses.

The school has no electricity, no water, not enough space and the toilet facilities are absolutely insufficient. It looks rather unclean.

According to the teachers present, the school had a Teaching Kit and some other teaching materials. But they were locked and the key was with the headmistress who was attending a wedding party. Some students whom we asked about the teaching materials obviously did not know these things.

If only a little money would be spent on repair and white washing, the (external) school conditions would improve considerably.

Other requests of the teachers were:
- repairing toilets
- provision of clean water
- repairing of roofs and ceiling
- school garden

are tented schools. All clay-built schools have boundary walls. Obviously the Education Cell is considering boundary walls as an essential part of the school building. The Education Cell is obviously reluctant to provide tented schools with boundary walls because of the temporary character of tented schools.
To follow our "Minimum Requirement List" 9 schools would need boundary walls. But in one case (Babri Banda) the (brick) school requests a boundary wall for a large school plot which has been generously donated by the villagers. Erecting a brick boundary wall would exceed the financial limits of the project: estimated costs for a brick wall would be around 50.000 Rs. In the cases of the tented camp schools the existing plans of the Education Cell have to be found out and taken into the calculation.

Question 8:

Only one of the 24 project school had electricity, a school in a rented building. Five schools requested electricity, most of them mentioned the installation of ceiling fans for the hot season as the main reason.
In one case an electric cable was passing the school. Therefore it would be easy to install a meter and do some basic wiring. The Union Council of the village would finance all other material and the running cost. The head of the Union council is very much involved in educational activities: he had donated the land for the school and for a public well. He is interested in establishing evening activities for adults which would be an acceptable justification to install electricity.
In general the project must thoroughly analyse the situation: electricity is an alien facility for Pakistani and Afghan schools. If the project schools are to be provided with electricity, any educational success in the project schools might be related to that "luxury": ("Yes, if our school had electricity our school's performance would be also much better").

Question 9:

Only one school had teachers' living quarters, a Pakistani girls' school. This teachers' quarter was not utilized since for a single female teacher it is not possible to live alone in the school and the husbands of married lady teachers usually live and work far away from the school

Recommendations

The highest priority is the repairing of the toilets. In such a congested place an unhygienic toilet would be more a threat to health than a positive contribution to school hygiene.

It could have a very positive effect on the school, if either teachers would be appointed who live close to the village, or if government transport is arranged or if the teachers would get an appropriate transport allowance. This would hopefully increase the attendance rate of the teachers.

For improving the water supply system at least two "abdan" should be bought.

One ceiling needs immediate repair. The same applies to one part of the boundary wall.

It would hopefully raise the interest and motivation of teachers and pupils, if the school were to be whitewashed.

Since space is so limited there seems to be no chance to establish a school garden.

The school lies in the middle of the village and is therefore suitable for women's education activities. If these activities are possible and likely, the supply of electricity is suggested.

SCHOOL PROFILE

P/7
G.P.S. Babri Banda
(District kohat)

The school lies on the road between Kohat and Rawalpindi. The heavy traffic disturbs the school and is a danger for the children.

The village has generously donated land for the school. The village is willing to donate more land which was previously used as a water pond, to be used as a playground.

The headmaster and the villagers (two maliks were present) request urgently the construction of boundary walls, since the school is a brickbuilding, they request brick boundary walls.
300 running feet, 6 ft. high, cost about 45.000 Rupees. A compromise would be possible to protect only a part of the school ground and leave the rest open to be used as a playground.

The school was obviously prepared for our visit. Some parts of the walls had been whitewashed a few days ago and some texts/slogans had been freshly painted on the whitewashed walls.

At least for the preparation of the visit, there has been a close cooperation with the nearby High School.

In the next year's budget there are funds for the construction of two additional classrooms. Two classes are presently taught outside on the verandah.

Except for the lack of boundary walls the school looks wellkept and organized. It does not seem to be an "emergency case".

Besides the boundary walls and the playground the teachers requested:
- First Aid Kit
- books
- electricity

Recommendations

The school is in a very good condition, much better than most of the other schools.

The main request - the construction of a brick boundary wall - is already exceeding the project's financial limits. The estimated costs are 45.000 Rs.

Two compromises would be possible:

- only a smaller part of the school plot is provided with boundary walls or
- the school is provided with mud boundary walls.

The mud boundary walls would enable the project to protect a larger area which could include space for a play ground.

For both alternatives the community must be involved on a self-help basis, otherwise the funds would not be enough to complete the job.

The school should be provided with a steel cabinet for storing teaching materials.

Electricity is only recommended, if adult education activities are definitely possible and wanted. It should be borne in mind, that about one km away from this school there is a Secondary School with electricity and chairs and tables, which would be much more suitable for adult teaching than the primary school.

SCHOOL PROFILE

P/8
G.P.S. Kotki Payan
(District Kohat)

The boys primary school Kotki Payan lies at a distance of 2 km from Kotki main bazar and about 400 - 500 m south of the main road in Kotki Payan. The school-building is rented and occupies a small area of 400 m^2 and has three classrooms. As the school building was originally not built as school, the rooms are too small for classrooms, two of them have the area of about 7 x 6 feet, the third one being slightly bigger. The promotion of this primary school to a middle school has been approved by the Governor. The government intends to construct a building for the school if the villagers donate a suitable site. On the other hand the villagers expect that the government buys the land. If the school is upgraded to a middle school and shifted elsewhere it would drop out from our target group.
As we entered the school, pupils started to repeat texts chanting, every pupil was chanting so that it was very difficult to understand each other.

Black boards were new, pictures of the famous personalities of Pakistan and maps were hanging on the walls and seemed very new and untouched. An abacus was standing on the desk in new, unused condition. All these were obviously exhibited for our visit. None of the pupils could explain the maps, the pictures and the abacus.

The request of the teachers were:
- funds for buying school site
- toilets
- First Aid Kit
- books
- boundary walls

Recommendations

Since the building is only rented and it is planned to upgrade this primary school into a middle school, no activities are recommended which would improve the infrastructure of the building. If the community donates land, then the school might be shifted.

On the other side we are in a moral dilemma: why should pupils in a rented school have no toilets and no water supply? Why should pupils from a rented school building not be protected by boundary walls? Before the project embarks on any activities the authorities concerned must give a definite statement about the plans concerning this school. If the statements are not satisfaction, e.g. too vague, then a different school should be selected.

If the school's near future (2 - 4 years) is known, then the project could start to construct two toilets and a boundary wall.

SCHOOL PROFILE

P/9
G.P.S. Jangal Kehl (girls) No. 5
(District Kohat)

The Government Girls Primary School No. 3 is located in the village Jangal Khail, now it has been included in the city area, called Kohat No. 3. Its building has been hired and it is rather congested. The government does not pay more than Rs. 500 per month so they could not hire a better place. However, the school needs at least two more rooms.

There are 303 pupils with 8 teachers in this school. It has been said that from 80 to 90 % of school aged girls are sent to the school, and the school community is estimated to be about 500 to 600 families.

The tendancy of the teaching staff is that a trained teacher does not need training (they are all trained, except one). The real motive behind it is, that they are mothers and do not want to go away from their families. But they would participate in any such training arrangement, arranged at the district centre but not in Peshawar or Dera Ismail Khan.

Many pupils do not have textbooks and stationery, but the teaching staff said that all of them were provided with books and stationery. If some pupils do not have their own, the teachers provide it, this was said because probably, of the presence of the Education Department representative or they did not like to point out their school shortages, though it was probably untrue.
Electricity, water pipe line, at least two more classrooms, according to the teaching staff, are the urgent needs of the school.

It is to be mentioned that when asked about maintaining discipline, the headmistress said that corporal punishment is used.

Additional requests were:
- improvement of toilets
- white washing
- repairing of blackboards
- provision of Teaching Kit

Recommendations

This school is operated in a rented building, which is reportedly owned by the headmaster. The partners seem to be interested in a long term lease contract, but there are still reservations against measures which improve the infrastructure of the building.

Two more classrooms are requested, but this would definitely fall into the responsibility of the Education Department.
What is urgently needed and what would improve the learning conditions of the school, would be:
improving the existing toilets, whitewashing the walls, repair the broken windows (window panes and shutters).

The school has a well. It is recommended to provide two "abdans".

The concrete floor is rather broken and uneven. It would be easier to keep the school clean, if the floor would be smoothened with cement.

Some of the blackboards need repair.

SCHOOL PROFILE

P/10
G.P.S. Haji Sherali Khan Koruna
(District Mardan)

The location of the school is causing a number of problems. The school compound is too small for constructing more classrooms. On three sides it is surrounded by fields which are restricted areas for the pupils. On the forth side there is a busy road and a big canal, both being potentially dangerous for the school kids.

The school is in a bad shape. Some windows are broken, often broken windows have been completely filled with bricks. The teaching staff reports security problems since there is no chowkidar. Valuable school belongings have to be taken home every day.

The performance of this 2-teacher-school was seriously affected by the head teachers frequent absence. Although different attempts were made, he could not be interviewed for the survey.

The following measures would improve the situation of this school:

- transfer of the head teacher
- construction of boundary walls
- toilets
- providing the Teaching Kit and other teaching materials
- repairing the windows (window shutters instead of window panes).

Recommendations

Although it might sound awkward and look like an unauthorized interference with internal Pakistani affairs it must be stated, that the transfer of the headteacher would improve the school's performance considerably.

If possible in terms of space the school should be provided with at least one toilet.

Instead of the broken windows or window openings filled with bricks, the school should be provided with window shutters.

Boundary walls would increase the safety of the children, who are permanently in danger because of the heavy lorries passing to the refugee camps.

For storing teaching materials safely a steel cabinet should be provided.

SCHOOL PROFILE

P/11
G.P.S. Maughal Kot
(Swabi, District Mardan)

This school is situated at the main road and canal. The traffic is busy and disturbing both the pupils and the teachers. This school is situated about 3 km away from the village.

There is no security facility for the school and it is difficult to keep the school belongings. There are other short comings: lack of boundary walls and toilet facilities, and even the drinking water supply for the school is insufficient.

Textbooks and teaching material are almost sufficient. The school plot has been donated by the landlord, and he seemed to offer some more land according to the school's needs.

The most urgent needs of the school are:

- providing two more classrooms
- arranging safe storage facilities for teaching materials
- organizing better and more drinking water
- boundary walls
- toilets
- whitewashing
- blackboards
- erasers
- exercise books
- playground

village, so that they cannot make use of such a facility.
On the other hand one classroom had been turned into a teacher's quarter (Kotki, District Kohat) and a lady teacher was living there.

Question 10: Head teacher's office

Question 11: Teachers' room

There is no school which has a teachers' room, and only one Pakistani school has a headteacher's office, which could be utilized as teachers' room.
The condition in the camp schools is slightly better: 10 of 12 schools had a headteacher's office. This shows somewhow that it is easier to build a more complete school in an emergency programme than in a regular programme on a routine basis. It must be also considered that there are only hundreds of camp schools but ten thousands of Pakistani village schools.
Teachers' rooms or headmaster's offices were hardly mentioned as a request. In general this problem is negligible. The construction of additional classrooms is much more urgent and important.

Question 12: Storage facilities

Roughly half of the schools have storage facilities: 5 of 12 Pakistani schools and 6 of 12 Afghan schools.
In the Afghan schools there is one chowkidar (watchman) for every school. In Pakistani schools there are no funds to employ a watchman. In some cases security problems were reported: valuable things had to be taken home by the teachers every day. It is likely that they are sometimes forgotten at home, so that the utilization of that material in school is seriously affected.
If the project wants to facilitate the utilization of books and other materials provided by the project it must provide steel cabinets to the schools without storage facilities.

Question 13: Toilets

In Pakistani schools 5 out of 12 schools have toilets. Out of these 5 existing toilets only two are functioning, 2 are poorly functioning and 1 is not functioning at all.
In the Afghan camp schools 8 of the 12 project schools have toilets, but

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